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ABSTRACT

Presented are nine papers delivered at the 1975 Trainer's workshop of Project PRICE (Programming Retarded in Career Education). It is explained that Project PRICE is designed to develop an inservice model for training regular and special educators to provide effective career education to educable retarded students from kindergarten through grade 12. Discussed in Part I by N. Gysbers is the need to view career education from a life-centered rather than work-centered approach. C. Kohaska details such career education considerations as mainstreaming, normalization and the economic situation. A framework of the major systems and methods for implementing values education are provided by E. Moore. Part II contains descriptions of methods for teaching the following career education competencies: daily living skills (by C. Earhart), personal social skills (by C. Magnuson), and occupational abilities (by J. Alexander). The development of the competency to utilize recreation and leisure time is addressed in Part III by G. Hitzhusen, L. Johnson, P. Verhoven and J. Goldstein. (CL)

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PROCEEDINGS OF PROJECT PRICE
TRAINER'S WORKSHOP

WORKING PAPER NO. 5

Donn E. Brolin
Editor

July 1975

Department of Counseling and Personnel Services
College of Education
University of Missouri-Columbia
Columbia, Missouri 65201

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William Hillman, Project Officer
Bureau of Education for the Handicapped
Washington, D. C.

P R E F A C E

Project PRICE (Programming Retarded In Career Education) is a U.S.O.E. Bureau of Education for the Handicapped project designed to develop a mechodology by which school systems can educate school, community, and family personnel to provide more relevant instruction and supportive services to retarded students. The project has three major goals:

(1) To develop an inservice/staff development model to educate regular and special education personnel to provide effective Career Education services to EMR students in K-12 programs;

(2) To identify and develop appropriate types of techniques, materials, and experiences so that school personnel can work more effectively with EMR students in a Career Education context; and

(3) To complete and disseminate the resulting inservice/staff development training program so that it can be utilized throughout the country by school systems desiring to adopt the Career Education approach.

Six Mid-western public school systems are participating in the project to obtain practitioner's input and to provide the opportunity to field test the Project's model, techniques, and materials.

This working paper contains the major presentations from the Project PRICE Trainer's Workshop held at the University of Missouri-Columbia from May 4-7, 1975. The papers will be used during our second project year (June 1 1975-May 31, 1976) as training materials for the inservice training workshops held at each of the six cooperating schools.

In Part I of this publication, Norman Gysbers discusses the conceptualization of career education and takes the position that it should be viewed as a life-centered approach to education rather than one that is only work-centered. Specific skills that students should acquire from career education are listed and discussed. Charles Kokaska presents many considerations inherent in offering career education services to retarded students, viz., mainstreaming, normalization, and the economic situation, which he believes make the acquisition of the 22 PRICE competencies even more important than

ever before. Earl Moore discusses values clarification and values education and the pressing need for educational systems to integrate and infuse values education into curriculum offerings. A framework of the major values systems and methodologies for implementing values education are presented.

In Part II, examples of how competencies from the three career education curriculum areas can be taught are discussed. Connie Earhart discusses how Daily Living Skills can be successfully taught to retarded students. Examples of how to process activities are presented. Carolyn Magnuson presents specific activities classroom teachers can use in helping retarded students acquire the PRICE competencies listed under the Personal-Social Curriculum Area. John Alexander outlines how occupational competencies can be taught to retarded students.

In Part III, one of the twenty-two PRICE competencies, "Utilizing Recreation and Leisure-Time" is discussed in detail by Gerald Hitzhusen, Leon Johnson, Peter Verhoven and Judith Goldstein. Each contributor presents aspects of this competency from his or her perspective. It is emphasized that the development of this competency greatly assists the student in learning most of the other competencies promulgated by Project PRICE.

The information contained in this working paper is a sample of the kind of information and activities that will be included in the inservice training program developed by PRICE and its cooperating schools this next project year. However, we do hope that this publication will be of assistance to professional workers throughout the country who are conducting or attempting to implement career education programs for retarded students. Special appreciation is extended to the Trainer's Workshop presentors, the Local Educational Advisors from each cooperating school, and the trainers from each school who helped make our initial workshop a successful culmination of the first project year.

6 Hill Hall
Columbia, Missouri 65201

Donn Brolin
Project Director

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Project Staff - University of Missouri

Donn Brolin, Director
Lynda West, Assistant Director
Don McKay, Associate Director

Kerry Schroeppel, Secretary
Judy Gegg, Secretary

Project Advisors - University of Missouri

John Alspaugh, Educational Research
Reuben Altman, Special Education
John Ferguson, Chairman, Counseling and Personnel Services
Norman Gysbers, Career Guidance-Secondary
Jerry Hitzhusen, State Extension Therapeutic Recreation Specialist
Leon Johnson, Physical Education
Wilbur Miller, Chairman, Vocational Education
Earl Moore, Career Guidance-Elementary
Richard Schofer, Chairman, Special Education
Frank Wellman, Career Guidance Project

National Advisory Committee

Gary Clark, Director, Habilitation Personnel Training Project, Department of Special Education, University of Kansas

Bruno D'Alonzo, Department of Special Education, Northern Illinois University, DeKalb

Harry Drier Jr., Research and Development Specialist, Ohio State University-Columbus

Andy Halpern, Director, Rehabilitation Research & Training Center in Mental Retardation, University of Oregon

Bill Heller, Chairman, Special Education Department, University of Alabama

Charles Kokaska, Department of Special Education, California State University at Long Beach

Raymond Morley, Department of Public Instruction, Des Moines, Iowa

Harvey A. Stevens, Program Administrator, Waisman Center on Mental Retardation and Human Development, University of Wisconsin-Madison

Peter Verhoven, Manager of Research, National Recreation and Park Association, Arlington, Virginia

Cooperating Schools

Ames, Iowa, Public Schools
Milwaukee, Wisconsin, Public Schools
Olathe, Kansas, Public Schools
St. Francois County, R-III, Mo., Public Schools
Minneapolis, Minn., Public Schools
Montgomery County R-II, Mo. Public Schools

CONTRIBUTORS

John Alexander is a doctoral candidate in Vocational Education at the University of Missouri-Columbia. He was formerly Special Education instructor at Starkville, Mississippi; Junior High Industrial Arts teacher, Biloxi, Mississippi and is presently teaching in the Industrial Education department and University laboratory school.

Connie Earhart is Coordinator of Curriculum and Instruction for the Midwest Center for Equal Educational Opportunity, University of Missouri-Columbia. Ms. Earhart has taught junior and senior high school home economics and integrated EMR students into her classrooms during this time.

Judith Goldstein is project coordinator, National Recreation and Park Association, Arlington, Virginia

Norman C. Gysbers is Professor of Education, Department of Counseling and Personnel Services at the University of Missouri-Columbia and coordinator of secondary counselor training. Dr. Gysbers has directed several national and state career education and guidance projects. He is past president of the National Vocational Guidance Association.

Gerald Hitzhusen is State Extension Recreation Specialist, Department of Recreation and Parks Administration, University of Missouri-Columbia. He has several years experience as a recreational specialist.

Leon Johnson is Associate Professor of Education, Department of Health and Physical Education, University of Missouri-Columbia. Dr. Johnson's area is adaptive physical education.

Charles Kokaska is Associate Professor of Special Education, California State University, Long Beach. Dr. Kokaska is a former secondary teacher of EMR students and has published many articles and manuscripts in this area of their career-vocational preparation. He is a PRICE National Advisory Committee member.

Earl J. Moore is Associate Professor of Education, Department of Counseling and Personnel Services, University of Missouri-Columbia and coordinator of elementary counselor training. Dr. Moore has been involved in numerous national and state career education projects and has written extensively in this area.

Peter J. Verhoven is Manager of Research for the National Recreation and Park Association, Arlington, Virginia. Dr. Verhoven is a PRICE National Advisory Committee member.

PART I

CAREER EDUCATION

CAREER EDUCATION

Norman Gysbers

Since career education became a priority for the U.S. Office of Education a few years ago, numerous efforts to conceptualize and implement it have occured at Federal, State and local levels. Federal efforts have included financial assistance to states and local school districts as well as technical assistance through conferences, workshops and research and demonstration projects. Almost all states have developed career education position-policy statements and/or models and curriculum guides, held conferences and workshops and in numerous instances supported local school district career education projects technically and financially. Such efforts and the accompanying impact on local school districts suggest that career education is alive and well and expanding rapidly across the country.

What Is Career Education

As career education expands across the country it is important to understand how career education is being defined and described. While most states and many local school districts have defined and described career education, either directly or indirectly, there are differences in the focus of these definitions and descriptions. These differences can be placed on a continuum that stretches from a view of career education which is primarily work centered to a view which is primarily life centered. It is my position that career education is a life-centered approach to education--one that encompasses all of education. More specifically, this means that career education

- is a complete educational concept
- focuses on all phases of life
- is education over the life span
- is open and continuous
- involves all educational staff
- is community-based education
- is accountable education

A Complete Educational Concept

Career Education is a complete educational concept because it encompasses the total curriculum of the school. It is not a new name for vocational-technical education nor is it an equal but parallel program to such

other programs as academic education, health education and environmental education. Career education does not replace traditional subjects and is not a separate curriculum or subject; rather, it is a unified approach to education for life.

All Phases of Life

To some, career education has as its major focus the work lives of individuals. Such a focus is important and necessary but it is not sufficient. What is needed in career education is a focus on an individual's present and potential future life roles, settings and events. Work roles, work settings and work-related events are important in the lives of individuals, but they should not be seen in isolation from other important life roles, settings and events.

Over the Life Span

Career education focuses on the life span of individuals. It has the potential of helping individuals link their past and present circumstances to possible future ones. The career education perspective provides individuals with a personal framework to help them visualize and plan their lives.

Open and Continuous

Career education is open and continuous education. It begins with early childhood education and continues throughout continuing and adult education. Career education is life-long education because it is based on developmental principles about human growth and development. At anytime individuals choose, they can enter the system to improve their life career development.

All Educational Staff Are Involved

Career education involves all educational staff. All teachers, counselors and administrators have career education responsibilities because it is a total educational concept. This means that career education is not a course with encouraging textbooks taught between 10:00 and 11:00 in the morning by a designated career education teacher. Nor should there be a designated career education department in the school.

Community-Based Education

Career education makes it a priority to actively involve the community in all phases of education, early childhood through the adult years. Such

involvement may include the use of community advisory groups to assist in planning, designing and implementing the curriculum. It also may include the establishment of community learning stations which compliment those found in the school. Finally, it may include the use of many community materials and people resources to supplement those found in the school.

Accountable Education

Career education is accountable to students and society because it is competency based. It emphasizes the knowledge, skills and understandings needed by individuals to be fully functioning members of society.

What Individual Outcomes Are Anticipated?

The word career in career education is not delimited by the words work and occupation. On the contrary, the focal point is the human career. As a result, career education focuses on the full development of all individuals. More specifically, career education stresses the development in individuals of

- intra- interpersonal skills
- planning and decision-making skills
- saleable skills
- daily living skills
- basic instrumental skills
- learning how to learn skills

Intra-Interpersonal Skills

Self knowledge and understanding about interactions with others are major emphases of career education. The focus is on learning about self, learning about others and learning about interactions between self and others. The emphasis is on becoming aware and accepting self and others and the development of interpersonal skills. Self appraisal and skills for self improvement also are stressed.

Planning and Decision-Making Skills

Planning for and making decisions are vital tasks in an individual's life. Mastery of decision-making skills and the application of these skills to life career planning and placement are central learnings in career education. Individuals who are able to clarify personal values, identify steps needed to make personal decisions, gather relevant information and apply

decision-making skills to their life career plans reflect desirable outcomes of career education.

Saleable Skills

When individuals leave educational institutions, they should be prepared for their next step. For those who go directly to work this means having the necessary employability and job skills to be employable. For those who go on for additional education or training in post-secondary vocational-technical schools or colleges and universities, it means having the necessary academic skills to function effectively in an academic setting.

Daily Living Skills

Daily living skills are a necessary part of a complete educational curriculum. Career education, because of its commitment to making the curriculum meaningful to individuals, stresses the importance of mastering daily living skills as well as academic subjects. In this case it isn't an either/or situation. Daily living skills and academic skills are both important. The career education perspective makes this clear and shows how they are related and complimentary, not equal but separate.

Basic Instrumental Skills

Career education stresses the development in individuals of basic instrumental skills such as speaking, reading, writing and mathematics. These skills are vital if individuals are to function effectively in society. Career education, because it is a complete educational concept, has instrumental skill development as a major priority in the curriculum.

Learning How to Learn Skills

Learning how to learn skills are processes which enable individuals to learn--to organize and use information. This focus does not diminish the instrumental skills of speaking, reading, writing and mathematics. Rather, it places new and equal emphasis in the curriculum upon skills which relate to "learning and analytic, productive, and expressive thinking..." as well as those "concerned more directly with emotion, motivation, values, and interpersonal relationships" (Cole, 1972, p. 33).

What Does It Mean For Education?

Career education has the potential to broaden the traditional educa-

tional curriculum making it more responsive to the total needs of individuals. The traditional and often primary focus of education has been academic content and the intellectual development of individuals. This must be in no way diminished; it must be continued and expanded but it can no longer be the only emphasis. Career education, with its focus on total individual development, broadens this traditional perspective by stressing the need to treat other aspects of individual development such as personal, social and economic in an equal and complimentary way. This point is readily apparent in Project PPICE's use of Brolin's (1974) career education curriculum for the educable retarded which organizes 22 competencies into three primary areas--daily living skills, personal-social skills and occupational guidance and preparation. Academic instruction is seen as supportive to the development of skills in these three areas.

In addition to providing a way to expand the traditional curriculum making it more responsive to individual needs, career education highlights instructional methods and processes which stress action learning in context rather than out of context. Entwistle underscored this point when he said there was a need to use real life situations as a basis for instruction.

> The problem is not one of choosing between academic subjects or a life curriculum, so much as teaching the academic disciplines through concrete exemplar situations drawn from life, whether from contemporary life, life in the past, or life as it may be imagined in the future (Entwistle, 1969, pp. 138-139).

Finally, career education is a way to personalize education to make it more meaningful to individuals, not at the expense of the society but in collaboration with society. It has the potential to bring down the walls that have been built around some schools and let the school out and the community in. It opens the way for the full use of all the resources in the community.

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CAREER EDUCATION FOR THE MENTALLY RETARDED IN THE SECONDARY SCHOOLS

Charles Kokaska

Seymour Sarason, recipient of the 1974 Special Award from the American Association on Mental Deficiency, began the second chapter of Psychological Problems in Mental Deficiency with the statement:

> "Mental deficiency is a particularly clear instance of the contention that no field of scientific investigation is independent of the larger society in which it is embedded." (1969, p. 5)

His statement is intended to be placed in contrast to the idea that science, with its hypotheses and formulas, research designs and experiments, can remain impartial within the society that nurtures it. Those who have seen the television series "The Ascent of Man" know that its author, Jacob Bronowski, reached a larger audience than Sarason, but emphasized the same relationship between the currents within a particular culture and its progress in both science and art.

Having established such an encompassing basis for this presentation, I hesitate at the implications. Can one identify the current mental retardation when it is so close at hand? Isn't that the old problem of separating the forest from the trees? Fortunately, my assignment does not include the identification of every issue, but those which are more directly related to you as educators and particularly "change agents" in the thrust toward career education for the mentally retarded.

Mainstreaming

If I were to choose one term which is currently receiving a great deal of attention in the whole field of education of exceptional individuals, it would be "mainstreaming." The major professional organization in this area, The Council for Exceptional Children, recently held its International Convention in Los Angeles and, out of curiosity, I examined the program to identify those terms which were used repeatedly in the descriptions of the section meetings.

TERMS IN SPECIAL EDUCATION

competency	creative
diagnostic	inter-disciplinary
modification	strategies
accountability	movement
early childhood	multi-handicapped
resource	zero reject
intervention	non-categorical
open education	integration
affective	psycho-motor
mainstreaming	

Although "mainstreaming" is at the end of the list, there were approximately 15 section meetings that included the term in the descriptions. If such phrases as "zero reject," "non-categorical," and "integration" can be considered as close cousins to mainstreaming, then one may assume that this concept is receiving a great deal of attention which may help explain the rational for Gary Clark's (1975) topic paper on applications of the concept at the secondary level.

Since mainstreaming has application to so many different functions (education, counseling, recreation, training, et al.) and even more diverse populations (visually handicapped, emotionally disturbed, mentally retarded, et al.), there are numerous definitions and descriptions of it in the literature. It may be our field's best example of the adage about everyone agreeing to disagree. The following is one description:

ONE DEFINITION OF MAINSTREAMING

> "Basically, it is a thrust toward integrating handicapped children into regular schools and classrooms, with many opportunities not only to join in the usual activities of a normal school day, but also to be accepted members of their own society of non-handicapped peers, to be 'counted in.' On the other side, one thing it is not intended to be is a wholesale elimination of specialized services, programs or classes designed for children with exceptional needs."
>
> National Information Center for the Handicapped
> Closer Look
> Winter, 1975, p.1.

There are some indications that this concept will be with us for some time. Schipper and Kenowitz (1975) published the results of a Delphi procedure

they used with an expert group composed of 121 special education administrators representing all regions of the United States. The Delphi method is one means used in forecasting anticipated technological or management changes that may occur in any particular industry or field of endeavor. The projections are based upon expectations of individuals who are at the "cutting edge" of change. The process allows experts to express their opinion in a low-risk, threat free environment. It often includes a series of questionnaires which are returned to the participants so that they can receive the total range of opinion in the group. The respondents may modify the next set of responses, but if they exceed certain limits they may be asked to provide some justifications.

Among the more than 800 future events that were solicited from the special education participants and the final list of 60 hypothetical statements, the following two have direct relevance to the topic of this meeting:

"Mainstreaming is a reality in most of the public schools in all the states and territories."

There was a complete spread of opinion on this statement, but the computed median year in which this was projected to be accomplished was 1985.

The second statement was:

"Programs for exceptional children are centered around vocational career education."

The range was smaller on this statement indicating greater agreement within the group and the computed median year was 1985.

Of course, these are only projections of anticipated events, but they also function as goal statements relative to the progress of programming in special education by those individuals and districts that attempt to achieve increased services to the exceptional individual.

Reasons for Mainstreaming

Birch (1974) identified eleven reasons for this anticipated change in the schools. In reviewing these reasons, one can identify three dominate factors which not only contribute to mainstreaming, but are integral to the larger society. They are:

1. The application of technology to the field of education which has provided increased development and utilization of instructional materials and devices within the learning process. One example of this application in the programs for secondary educable mentally retarded students is Project Worker at Fullerton Union High School District, Fullerton, California (Retzlaff, 1973). The career education program includes videotapes of work stations in industry which allow students to study the necessary competencies in detail.

2. The increased concern for human rights whether they be championed by parents, professional organizations, or advocates, but always leading toward changes in the law and bureaucratic procedures. This factor is so important that it led one researcher to conclude that the "...current bases for mainstreaming are to be found in moral, civil rights, and ethical issues" (Jones, 1974) as there was little evidence "...that a superior education is offered in the mainstreaming setting."

3. The economic conditions which influence the distribution of services. Few of you need to be told about inflation and its relationship to the costs within the society. Costs for special programs are meeting more resistance and I suspect that mainstreaming has been fostered as a likely alternative in order to provide the service but without extensive expenditures.

Problems in Mainstreaming

There are some problems in implementing mainstreaming. An evaluation report by Rice (1974) on a series of meetings which included eleven state directors of special education listed four major obstacles as identified by those administrators. They were:

1. regular teacher attitudes toward the handicapped.
2. attitudes and willingness of general administrators.
3. lack of fiscal resources.
4. insufficient specialist staff.

In December, 1974 a special study institute on mainstreaming was conducted for teacher educators and administrators of special education in the State of California. One part of the two day institute included an identification of barriers to mainstreaming by school administrators. The following are some selected statements from that exercise which amplify those reported by Rice.

RARRIERS TO MAINSTREAMING
(School Administrators)

1. Special education teachers' perceptions that students will have reduced services as a result of mainstreaming.
2. Regular students objecting to special education students.
3. Regular and special education teacher attitudes.
4. Developing adequate prescriptions, materials, and teaching techniques.
5. Competent teachers both in regular and special education.
6. Concerns on the part of special education teachers who may be without jobs as a result of mainstreaming.
7. Selling mainstreaming to the staff.
8. Modification of school facilities.
9. The coordination of all programs which interface with regular and special education.
10. The division of the total resources between special and regular education.
11. Inadequate preparation of regular class teachers.
12. The attitude of regular administrators and their reluctance to assume a greater part of mainstreaming in special education.

It is ironic, but I have seen many of these barriers before mainstreaming entered the field. They were the same obstacles that special educators and parents had to traverse in order to first establish programs for exceptional individuals. I expect that you will encounter them in your efforts to facilitate career education for the educable mentally retarded regardless of what phrase or acronym we use.

There are other problems related to the implementation and evaluation of efforts with mainstreaming, but my purpose is to move toward a discussion of secondary programs and I can not afford to remain longer than one more comment.

There is a "competing" concept which is receiving a particularly strong emphasis within the area of mental retardation. It is called "normalization" and refers to the:

> "Utilization of means which are as culturally normative as possible, in order to establish and/or maintain personal behaviors and characteristics which are as culturally normative as possible." (Wolfensberger, 1972, p. 28)

The long term goals of normalization include the preparation of the majority of the retarded for such normative life roles as employee, owner, spouse,

and parent. One may visualize the difficulties educators will encounter in attempting to provide the services and conditions to facilitate the achievement of these goals. This may be one reason why Wolfensberger emphasized the development of values in those who will function as "change agents" in programs for the retarded. He also made a clear distinction between the competing concepts in an interview with Soeffing (1974).

MAINSTREAMING VS. NORMALIZATION

"I think the term 'mainstreaming' symptomatizes a lack of understanding because the very term itself implies that someone is inserted into the mainstream. Normalization says that people should be integrated 'as much as possible,' and that integration should be adaptive and successful."

"You see there are two distinguishing marks here, two distinguishing characteristics. First, that integration is 'as much as possible,' and not every person can be fully integrated, or not as at all times, or in all endeavors. Mainstreaming is either all or nothing. Either you're segregated or 'mainstreamed.' Normalization sees a continuum.

Wolf Wolfensberger
Education and Training of the Mentally Retarded
9, 4, December 1974, p. 206.

Some may say that Wolfensberger is splitting hairs, but I don't think so. We must be reminded that we, as a society, are prone to cast concepts in absolutes. The stock market goes up or it goes down. Someone is either on our side or not. Things are either one way or the other. So, we approach regular class teachers with our varied definitions and what do you think they ask?

"Am I going to have that kid in my class or not?"

A continuum approach will be the most involved and difficult especially since so many have indicated doubts about teacher attitudes and abilities in working with exceptional individuals. But, for those of us at the secondary level, it is a logical approach since we see the end product of the educational process, i.e. graduation and employment and know that subsequent personal and vocational accomplishments depend upon the progressive development of several competencies.

The Secondary Program

In his initial development of Project PRICE, Donn Brolin (1974) identified three major curriculum areas which include 22 competencies. You have this information and there is no need for me to review it other than to say that these competencies are more important now than ever before. What is the basis for this statement?

First, the nation is currently in its worst economic situation since World War II and, in some instances, the Great Depression. The March report by the Bureau of Labor Statistics (1975) indicated that the nation's unemployment rate of 8.7% was the highest since 1941. However, the rate for males and females, 16-19 years of age, was 20.6%. The rate for Negro and other races for the same age group was 41.6%. Sinches (1975) identified some reasons for concern when we discuss inflation, unemployment, and the handicapped.

THE ECONOMIC SITUATION

"Inflation also impacts significantly upon the employment potential of handicapped people, including those who have completed the limited training programs available. In times of increasing unemployment, those without appropriate training face reduced work opportunities..."

"Equally important is that the handicapped are usually employed in occupations such as food services, dry cleaning, lawn and garden care-occupations dependent upon a total economy with dollars to spend for such services. However, when faced with increasing prices for the more basic commodities of daily living, the demand for such services declines. The obvious effect for the handicapped person is a dried-up employment market. This too is related to the absense of career education programs that provide multiskill training. Typically, the handicapped person in career education programs is trained for a single skill; as the demand for such skills declines, that individual faces continued unemployment."

Raphael Sinches
Exceptional Children
41, 4, January 1975, p. 235-6.

This condition is especially crucial for those of us who conduct work-study programs at the secondary level. Hard times in the employment market place greater stress upon those who are first entering this area of competition.

Perhaps, one of my colleagues in the Long Beach Public School System who is involved in career education for the retarded, identified the difficulty:

> "Men out of work know how to work. Our students are still learning how to work!"

The mentally retarded will need a continuum of experiences related to career education which begins as early as the elementary years and extends by successive stages throughout the secondary and even post-secondary experiences. They will need career education so they can compete in the market place. We have found that the quality of training is directly related to the placement simply because those responsible for the program are "on top" of what is happening in the market.

Second, Brolin's competencies in daily living and personal-social skill areas will be more important because the characteristics of the population are changing. What do I mean by this?

Several years ago the official definition of mental retardation allowed students with intelligence quotients as high as 80 to be in the secondary program. Several years ago elementary school programs for those with lower intelligence levels were not offered so that these students never reached high school. Several years ago those individuals classified as trainable mentally retarded who were lucky enough to be in a special class never saw the inside of a comprehensive high school. Several years ago school systems were not required to facilitate the enrollment of minority groups in their student populations to reflect distributions in the general community.

That has changed, at least in those areas of California that I happen to visit. The definition of mental retardation was altered (Grossman, 1973) although some states had already lowered the maximum IQ level in response to civil suits. Students who might have been in special classes in the 1960's are now in other programs. Increased parent pressure and responding school districts have established more elementary school programs. Those who may have been "drop-outs" are now in secondary classes and this includes members of minority groups and the trainable mentally retarded.

In effect, we are now encountering students who need increased emphasis and training with those several adaptive competencies. The lowering of the intelligence level, increased emphasis upon adaptive behavior, and potentially

diverse characteristics of the students have presented greater problems for teachers especially if they have not clearly defined their program objectives.

Vocational rehabilitation personnel have stressed the point that a major reason for job failures by the mentally retarded can be traced to social variables (attitudes, behaviors, and communication) rather than a deficiency in work skills (President's Committee on Employment of the Handicapped, 1974). Hartlage (1974) summarized this concern:

> "Although specific job skills are necessary for the gainful employment of a retarded worker, it is his social adjustment, as reflected by his relationships with his coworkers and supervisors, which will likely determine how successful he will be in retaining his employment."

Secondary personnel will be able to observe some early indications of these social skills as they deal with the student's ability to cope with the environment called "high school." The mentally retarded do experience frustrations in high school. I need not elaborate upon their experiences in physical education or the academic subjects. But, the period of adolescence places increased demands upon their needs and abilities to, at least, be accepted as members of the high school community. We can facilitate this membership and, hopefully, reduce the amount and intensity of frustration by using such techniques as cross age tutoring, individualization of extra curricular activities, and early exposure to successful work experiences.

Thirdly, our programs must continue to move toward involving all our colleagues. Influencing their attitudes and behaviors is important to the long term goals for the mentally retarded. Simply stated: "The exceptional individual needs you as well as the special educator." Career education is an important ingredient in gaining the support of our colleagues as it has with the larger population. For example, the results of a Gallup Poll commissioned by the President's Committee on Mental Retardation (Office for Handicapped Individuals, 1975) noted that:

> "...the more the concept of special training is introduced, the more are people likely to accept retarded persons as fellow workers. Thus, while 14 percent think there is reason to fear mentally retarded people, only 5 percent would object to working with mildly or moderately retarded people who are trained for the job."

Conclusion

I have only touched the surface of the mosaic called secondary education for

mentally retarded. Were we to look more deeply into the design we would see that there are numerous unanswered questions:

What kinds of jobs should be emphasized?
How do we encourage teachers from other programs to work with us?
What are the several ingredients of a continuum of training?
Should we keep in contact with our program graduates?

There will be different answers to these questions relative to the various characteristics that comprise your community, students, and staff. But, they are a part of a continual cycle of questions that must be answered as we pursue the ideal of providing students with the skills to survive and then, prosper.

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VALUES, VALUES CLARIFICATION AND VALUES EDUCATION

Earl J. Moore

Values clarification techniques and methods are being used with increasing frequency in all facets of education today. College students report that their instructors are making wide use of these techniques and methods in many content areas. High school students are participating in values clarification exercises in career exploration groups, drug abuse prevention programs and consumer education. Middle school and elementary school age students are engaging in some exploratory aspects of the process. In fact you and your worldly involvement may be questioned if you have not drawn your own Personal Coat of Arms or examined the Twenty Things You Love To Do.

WHY NOW?

The question is why now? Why is there an emergence of values clarification activities across many educational and human development programs today. We know that attention to values is not new. Goals for education in the past frequently have mentioned values and the need to attend to them in the educational process.

I feel there are at least three reasons for the renewed interest in values clarification activities: (1) values serve as a basis for decision making in a changing world; (2) values are the basis for achieving identity in a fragmented society; and (3) values are a means of validating an individual's self worth under the environmental press of survival.

Encountering Change

Societal commentators concerned with change and futurism frequently contrast the past industrial society with the current movement toward a super-industrial civilization. Toffler (1971) tried to evoke us to consider new patterns of living based on concepts of change and their implications for the future. Education has a part in this because it is one of our social institutions committed to propagating the past, handing down present knowledge to the next generation or sharing knowledge with the

underdeveloped and the unfortunate. Education has become one of the major ways to explain how the world is formed and how it should continue to be shaped. To accomplish this, an information centered mode evolved that influenced our schools' organization, objectives, methods and attitudes.

The complexity of the times has made the act of choosing infinitely more difficult (Kirschenbaum and Simon, 1974). Youth of today are faced with many more choices than youth of yesterday. This overchoice situation is compounded by their new freedom to choose. They are told of their right to choose and while this has become a cause for concern it also has allowed youth to become more sophisticated, less provincial and more independent (Glasser, 1969).

Today, conflict and ambivalence surround topics such as abortion, politics, drugs, religion, love and sex, death and societal change. In the last two decades we have seen abortion evolve from being a crime to a woman's rightful choice. Similarly, drug and divorce laws reflect a less dogmatic view. An individual's responsibility to himself and others have become more important than doctrine. As responsibility for behavior shifts from external sources to the individual, the values the individual holds become even more important than they were previously.

Moralizing and indoctrination are not very effective when individuals are constantly exposed to contradictory sets of values. We do not have to wait until our children leave school to be worried about them being corrupted by new philosophies of life. The media and contacts with a mobile population expose them to contrasting life styles based upon differing values very early in their lives. We live in a culture in which older people have to learn to incorporate what the young have learned but which they have not (Mead, 1974).

Achieving Identity

The basic premise in Glasser's Identity Society (1971) is that today's youth and other members of society place importance on their role before they become heavily concerned with their goals. The past goal-role orientation was based on security and materialistic concerns. Goal before role implied that a dependent role was necessary so goals could be achieved. Only after goals were achieved could one afford to be independent and dwell on thinking about who he or she was. Conversely, today many youth are more concerned about the quality and enrichment of their personal lives. As they explore the world about them they hope to discover the kind of life that

will be the most meaningful to their unique human condition. This role before goal orientation stresses independence and an opportunity to determine one's own destiny.

The importance of the search for identity is expressed by observers of current career patterns. They suggest that commitment to a single job, in the same locale has become an exception rather than the expected. Retraining and continuing education have become common place.

Our identities cannot be locked into our job and our community as they once were. Mid-career identity crises have become as prevalent as early career choice problems. Thus, youth and adults will be constantly confronting themselves regarding their identity.

An identity is not achieved in a vacuum. One's own values and the values of others are instrumental in this process. Glasser (1971) maintains that the two human qualities necessary to gain a successful identity are love and worth. Involvement with others is basic to both of these needs. Yet much of education runs counter to involvement needs. Submission to authority, putting up with boredom, specialization and compartmentalization, individual competition for grades and blue ribbons, fear of exposing weaknesses and becoming vulnerable and superiority through perfectionism are some of the attitudes reinforced by schools. These attitudes preclude trust, openness, and risk taking that are so necessary for human involvement. Interpersonal behavior in schools can be depicted as being manipulative and compromising between students as well as between teachers and students. The interpersonal-educational games that have evolved are an outgrowth of the assumptions discussed earlier.

Schools have generally been modeled after an industrial counterpart which assumes that the responsibility of schooling is to transmit the great breadth and depth of content knowledge in the most efficient manner possible. This burden of efficiency has not encouraged teachers to become involved with students. The press for proof of individual competitive strength has not allowed students to relate to other students. Harris (1972) suggested that jealousy, hostility, suspiciousness, competitiveness, selfishness, cruelty, disrespect, and revenge are fostered while friendliness, openness, generosity, cooperation, kindness, compassion, forebearance and consideration are atrophied through disuse. A sharing of values about common concerns and issues will allow for the involvement that all students so desperately need for confirming their identities.

One way to assist youth in achieving an identity is to assist them develop tentative life-plans that would help orient them to the world outside of school. Individuals who do not feel a sense of power or responsibility for their existence tend to be passive and dependent. The development of personal plans, however tentative, immediately forces the question of values into the foreground. Making plans encourages young people to question their own personal values or to make them explicit. Their daily life actions become linked to their planning. Exploration of personal and public values that underlie successes and failures helps them cope with decisions of today and in the future. The false distinction between work and school, and between school and community cannot be maintained or justified. Each one of us is faced with the question of whether our lives are taking us in freely chosen directions and whether the direction we are taking will lead to achievement of goals we value most.

MODELS, METHODS, AND STRATEGIES

If we accept the thesis that societal and personal needs justify attending to values in our educational programs, then two questions emerge. What does this mean? What is the basis from which we should proceed? To answer these questions, I will briefly examine models that provide a framework for utilizing values, methods that allow us to achieve our goals and implementation suggestions that make the integration and the infusion of values into our curriculum less difficult.

Models

A major obstacle to overcome in conceptualizing values education and values clarification is the scope of the content. Some may argue that we are talking about a process and, therefore, there is no specific content. It may be that values must be considered in the context of other content, i.e., politics, environment, sex, drugs, consumer education and vocations. At least it could be contended that values must be associated with such areas as moral development, decision making skills, or psychological education.

To reduce the issue to its simplest form it may be useful to identify values as basically cognitive (problem solving) or as basically affective (personal feelings). Ojeman and Campbell (1974) noted that values can be used in the sense of desirable modes of behavior or personal preferences for "end-states" of existence. Taking a holistic point of view, values cannot

be separated and categorized.

Kohlberg (1971a) and his associates take a definite cognitive stance. Kohlberg has related values education to moral development. Kohlberg's view is in the cognitive developmental tradition of Piaget and Bruner. For him, developmental stages are important to understanding values. Like Dewey, Kohlberg prefers to stress the interaction between the environment and the internal cognitive structures of an individual. The individual's decision making or problem solving ability is Kohlberg's primary focus. "Therefore, the essential condition for cumulative elaboration of cognitive structure is the presentation of experiences which "stretch" one's existing thinking and set into motion this search-and-discovery process for more adequate ways to organize experience and action" (Rest, 1974). Similar to Piaget, Kohlberg's stages suggest concrete or constricted behavior on lower stages of development. Conforming to persons then conforming to rules, and finally, becoming a principled autonomous person relfects higher level abstraction and individualism. Kohlberg's stages of development have implications for values curriculum sequencing and teacher/staff knowledge.

Various humanistic movements place values in a different perspective. Spokesman representing differing investments such as open schools, affective education human relation training, group processes and self concept development stress values processing as a vital part of their experiential based orientation. Behaviors relating to the expression of feelings, interpersonal relationships, feelings of adequacy and personal awareness are enhanced by values exploration by individuals and groups. Krathwhol's (1964) taxonomy of the affective domain is helpful in sequencing instruction from this point of departure. In addition, some groups use the helper-learning models employed by counseling psychologists. Trust, empathy, and openness are typical concepts stressed to allow for more honest disclosing and genuine feedback and sharing. Sensitivity and T-group goals of the 60's have been integrated with the responsibility-ownership emphasis of the 70's.

Raths and Simon (1966) contend that values evolve within the individual--some values are always in the process of becoming. Their basic intrapersonal levels are (1) choosing, (2) prizing, and (3) acting.

Mosher and Sprinthall (1971) combine cognitive approaches with "doing," experiential methods aimed at personal psychological growth. Their program is called Deliberate Psychological Education. They endeavor to aid in the

development of the following:

> ...a more complex and more integrated understanding of oneself; the formulation of personal identity; greater personal autonomy; a greater ability to relate to and communicate with other people (esp. peers and the opposite sex); the growth of more complex ethical reasoning; and the development of more complex skills and competencies--in part by trying prevocational and 'adult roles' (pp. 10-11).

Most career development theorists have included a values component in their conceptualizations. Career decision making skills have included values clarification within an occupational exploration context. The personal growth approaches discussed earlier have been the model for most career development techniques. As career development models are extended into other career aspects of life besides occupational planning and, as they become attentive to developmental aspects in the elementary school years, other dimensions of values education become important. Life career development models that include daily living and consumer needs, citizenship needs, social and interpersonal needs, family and environmental needs focus on cognitive and affective skill development. Drug abuse education and human sexuality programs have incorporated an extensive value clarification component.

Figure 1 summarizes the basic values education systems. The previously discussed models and concepts are represented in this framework.

	Theme	Constructs	Outcome
1.	cognitive - developmental stages	-interactive learning -stages and levels	autonomous problem solving
2.	affective - experiential skills	-trusting -disclosing	self and interpersonal enrichment
3.	personal growth - decision making	-clarification -owning -acting	individual life goal achievement
4.	personal relevancy - concept building	-responsibility -involvement -reflection	personal understanding and competence

Fig. 1. Major Values Education Systems

Methods

There is a relationship between methods and curriculum in values models.

Kohlberg and his colleagues used hypothetical "moral dilemmas" for class discussion. Presumably the teacher provides +1 modeling (thinking modeled at one developmental stage above a student's current stage) for the most mature student in the group. Additional +1 modeling would come from within the group itself. The teacher also encourages class members to take a stand and explain why; to confront and probe other members thinking without personal assaults; to listen and pay attention to discussants' points; to probe, question, and evaluate arguments; to reflect and summarize group deliberations; and to facilitate good group discussion processes (Rest, 1974). Verbal reasoning skills are the major outcome achieved. The "Learning to Decide Program" developed by Ojemann and Campbell (1974) is aimed at teaching moral judgments. The program is designed for the following:

1. Learning to use the process of thinking of several alternatives,
2. Learning to examine the probable consequences of alternatives in common social situations, including immediate and remote consequences and the effects of others as well as oneself,
3. Learning to make a value decision which takes account of the long range as well as the immediate consequences of behavior as it affects both oneself and others.

Since affective oriented practitioners proceed from an interpersonal communications base, their processes often begin with involvement techniques to enhance group cohesiveness and openness. Trust building and sharing exercises are initially employed to "warm up" the group. Following is a typical exercise:

Scavenger Hunt

Procedure:

The class is divided into groups of four or five students. Each group is given a list of items to "find" on their scavenger hunt. In addition, the students are to name something they <u>all</u> like and something that they <u>all</u> dislike under each category. They receive one point for each consensus they reach. (Each group will need a secretary to keep score.)

Scavenger Hunt List	Like	Dislike
1. food	_____	_____
2. game (indoor)	_____	_____
3. TV show	_____	_____
4. game (outdoor)	_____	_____
5. gift received	_____	_____
6. summer vacation	_____	_____
7. school subject	_____	_____
8. chore at home	_____	_____

Scavenger Hunt List	Like	Dislike
9. hobby	_____	_____
10. a way to spend a Saturday	_____	_____

In the second half of the activity, students "search" for experiences they have had in common. They receive three points for each experience they decide they have all had.

Example:

1. a time when their parents made them very happy
2. a time when they were uneasy in school
3. a time when they felt left out
4. something they have done with their friends about which they're proud
5. a time they got away with something they shouldn't have

Footnote:

The teacher must stress honesty in all discussions. Suggested time limit for the activity is 30 minutes. Once the groups have completed the "Scavenger Hunt," they might choose two items to share with the entire class, perhaps those ideas that were most fun or difficult. Then the scores from both activities should be added to determine which team accumulated the most points. (Curwin, Geri and Curwin, Richard, L., p. 32)

Acceptance of self and others are other common goals that follow trust building. Risk taking and self-disclosure are encouraged. Feedback exercises promote the valuing of what others say and do and, as a result of the process, they validate the person. Self expression skills increase as the activities are carried through.

Educational programs integrating values into the decision making process use values clarification for self understanding and then ask students to generalize this knowledge to decision making situations. Gelatt, Varenhost, Carey, and Miller (1973) suggest the sequence of (1) Values, (2) Information, and (3) Strategies in their decision making program. Their unit on values includes the following objectives:

1. importance of values in the decision making process
2. individual personal nature of values
3. definition of values
4. recognition of values in others
5. clarification of own values
6. identification of values in groups
7. establishing objectives from values

(Gelatt, et. al., 1973, p. 4)

Hawley (1973, p. 12-13) suggested the following sequence for planning a course:

1. Orientation - why have we gathered here?
2. Community-Building - how can we know each other better so we can work together better?
3. Achievement Motivation - what are our goals and how can we work toward them?
4. Fostering Open Communication - how can we be open, understanding, and sharing to reach goals?
5. Value Exploration and Clarification - what do we value and what choices can we make that will reflect them?
6. Planning for Change - what do we want to change and how can we decide and act?

Harmin, M., Kirschenbaum, H. and Simon, S. (1973) have suggested methods to infuse values into the traditional school curriculum. They state that almost any subject can be taught at three levels - the facts level, the concepts level, and the values level. Each subject matter area can be taught from this departure in the typical classroom.

If someone is looking for an individualized approach to values clarification and decision making, Sidney Simon's Meeting Yourself Halfway (1974) provides a values clarification strategy for each day for one month - that's a 31 day month. Some critics contend that such listings of activities are gimmicks or are contrived. In answer, Hawley and Hawley (1972) point out that "sonnets and football games are contrived, and so are the College Board exams."

Implementation

Values education is not just another bit of content knowledge that can be placed in the curriculum in the traditional way. When educational programs indoctrinated or superficially examined values as part of a moralistic exercise using such labels as citizenship, self adjustment, character education, and creativity, there was little need to look at the entire educational environment in the manner implied by the new values program approaches. Times have changed. To prepare the environment for utilizing the values education methods of today will require that consideration be given to a comprehensive change process that can be carried through in a systematic, yet sensitive, manner.

Basic assumptions about the mission of schooling need to be examined. There can be little serious talk of choosing and decision making if the culture has predetermined what these choices and decisions should be. (Katz, 1963). Dominant assumptions relating to the dispensing of information and

intellectual development indicate that values education may not be readily accepted. A new organizational framework is needed. Following, is a scheme for using a life career development framework. This perspective embodies the new goals associated with values education; and the open, individualized school system whose perspective encompasses values clarification processes.

The scheme for Levels of Development and Program Dimensions represented in Figure 2 illustrates various levels of potential investment. The levels provide a means of showing relationship between a continuum of career development commitment (left side) and the evolving climate of the educational system (right side). It is assumed that an idealized life career development program can be best achieved in some type of an open, individualized school system. As school districts project their programs toward an idealized structure, it is suggested that they examine this life career perspective-school climate relationship. There are critical conditions that govern change from level to level. While these levels are additive in a sense of serving more life career goals as one proceeds to higher levels, the means of reaching goals at these different levels may be quite different.

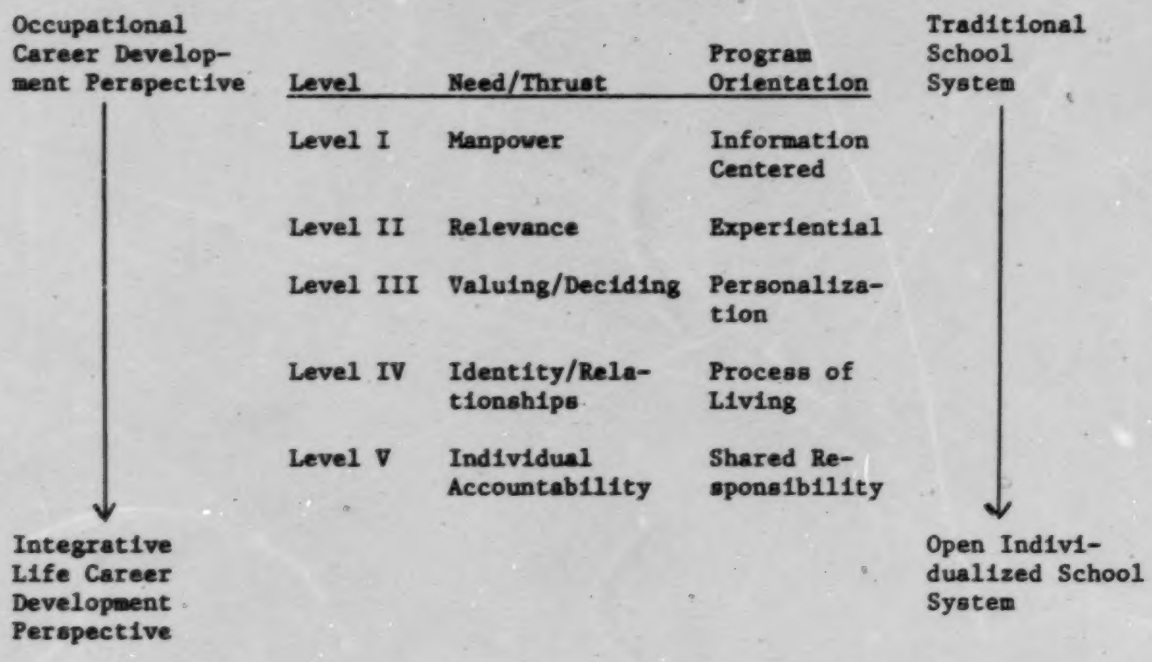

Fig. 2. Life Career Development. Levels of Development and Program Dimensions.

The belief system and the basic mission of education should be congruent with the life career development perspective. For example, valuing human equality needs versus/valuing a program basically for the intellectually able is necessary before even Level I type programs can be initiated. The recognition of the importance of decision making/responsibility taking versus indoctrination/information giving is needed as evolvement beyond Level I proceeds. Likewise an awareness that the contemporary world means different things to youngsters as a result of their experiences and, therefore, they may have different life career values and needs important to program development beyond Level II. These kinds of beliefs are important as the climate and mission of school systems evolve.

The traditional school systems which are organized around dispensing subject matter information are based on the belief that schools should transform youngsters into replicas of our past adulthood. Open-individualized school systems tend to be organized around individualized education featuring cooperative planning and alternative learning experiences for immediate and future decision making. Ambitious goals that do not match with the climate or context of the educational community endanger program development success.

A recent in-service program in a small, rural conservative community exemplifies this concern. As part of a drug abuse program the district's elementary and secondary school staff received considerable values education methodology. However, the staff felt ill at ease using these approaches in a community where the 3 R's were viewed as the only mission of the school. A parent study group was organized for secondary school parents, which included a number of the local school board members. Group discussion focused on the values conflicts parents and youth were currently experiencing. The local health and physical education instructor provided demonstrations and participating group experiences to illustrate new techniques for examining values. As the parents participated in the group exercises, they had an opportunity to note their differing points of view. The instructor explained that high school students also did not share the same views on every situation. Following is an example of one of the value games:

A Values Game

1. You will hear a series of situations in which people have made a decision or performed an act. You will be asked

to measure this decision or act according to your own value system (what you value) and to decide whether in your opinion the act was "absolutely right," "absolutely wrong," or somewhere in between.

2. A gameboard can be placed on the wall for use with colored discs that have masking tape on the back. Preferably the gameboard should be large enough to allow players to stand in the place of their choice. Either way, the gameboard should provide the following choice:

ABSOLUTELY RIGHT
RIGHT WITH SOME RESERVATIONS
RIGHT WITH MANY RESERVATIONS
WRONG WITH MANY RESERVATIONS
WRONG WITH SOME RESERVATIONS
ABSOLUTELY WRONG

3. You are not permitted to ask for additional information about any of the situations. Try to make the best decision you can with the limited information.

4. You do not take turns in responding. After the situation is read aloud, you should make your choice when the leader states "make your decision."

5. After each choice or at the end of the series, you will be asked to give reasons for your choices and compare them with others.

The Concentration Camp Situation

1. You are living during the World War II period. You are a 30 year old Jewish woman being held prisoner in an all women's camp. You have a husband and two children under 10 years of age living in Berlin. The only way you can get out of the camp is to become pregnant. The only prospective fathers are German guards. You decide to become pregnant.

2. You receive information via the underground that your husband is very ill and your children must roam the street to get food. You decide to become pregnant.

3. Since you have decided to become pregnant by a German guard, you must select one. You are justified in looking for the best looking, most handsome guard.

4. You are now out of the concentration camp two and one half months pregnant. You decide to have an abortion.

5. You are still pregnant and back in Berlin with your husband and other children. You give birth to the baby. Switch - you are now the husband. You have decided to put the newborn child out for adoption.

This values game and others were played by the parent group. They participated actively and enjoyed defending their choices. They did not get upset by the fact that they often disagreed, and frequently changed their opinions. After this exercise they were asked if they could appreciate the difficulty in making these decisions. They all replied affirmatively. Then they were asked "Are there any questions on how these experiences will be used with the high school students?" One of the parents in the back of the room raised a hand and said "There is only one thing that worries me. Who is going to tell them the right answers?

If the parents and the community think that it is the school's mission to furnish the right answers to controversial issues as well as monitor personal and human affairs concerns, their values education program will have to proceed slowly. It is imperative that the decision making needs of youth be brought to the attention of the public.

A traditional educational community with a conservative climate can use life career development as a vehicle for change and growth. For example, values clarification and experiential learning activities can be associated with occupational pursuits and eventually expanded and extended into other life career development areas. Members of the community should assume ownership of the processes and see positive results as they participate in these experiences. As these life career needs are met, the process can provide the lead for changing the school toward a more open-individualized system. These interactive effects give direction and provide a small enough size of step that will insure success and maintain a positive attitude.

Educational personnel are products of an educational system that did not have systematic values education or individualized values clarification. A staff development needs assessment in this area is a logical first step. Staff development needs assessment may focus on various elements. The following model is suggested as a guide to determining staff needs. Four basic questions are suggested:

1. What new content knowledge does staff need to know about values education and how it relates to other curriculum objectives?

2. What new techniques and methods can staff learn to employ to achieve goals that contain valuing elements?

3. What new processes and systems must staff integrate into their operational mode to enhance values education and values clarification?

4. What new personal values should staff clarify and eventually commit themselves to in fostering a facilitative climate for values education activities?

The objectives associated with the values approaches (models) and the rate of development (levels) will influence staff development programs. The following table is only suggestive and does not represent a typical or exhaustive program.

Content and Knowledge	Techniques and Methods
.developmental stages	.trust-openness strategies
.relationship to decision making	.non-verbal communication exercises
.relationship to moral judgment	.role playing
.vocational exploration context	.guided fantasy
.interpersonal relations context	.value continuums
.citizenship context	.group procedures
.individual clarification needs	.personal description materials
.differing cultural/group values	.dilemma analysis stories

Processes and Systems	Personal Values
.focusing on the positive	.uniqueness
.disclosing and sharing	.success for all
.responsibility sharing	.learning from others
.owning feelings	.spontaniety
.direct involvement	.interrelatedness
.commitments to act	.self worth
.immediacy expression	.nonjudgmental
.problem centering	.risking/exploring

Fig. 3. Exemplary Staff Development Needs for Values Education and Values Clarification

The last implementation question often faced is evaluation. It becomes a tremendous burden if the school continues to use the traditional evaluation procedures such as ranking, sorting and labeling as it has previously. Standardized achievement tests, grading curves and entrance examinations have little meaning for the basic purposes of values education. Again, the fundamental mission of schooling must be faced if evaluation is to be properly assimilated. Evaluation is part of any decision making process. Outcome objectives associated with values can be stated and measured. However, as the individualization of education becomes operational, competencies, critical incidents, and portfolios rather than normative scores become more important.

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PART II

CAREER EDUCATION INSTRUCTION

INDIVIDUALIZING INSTRUCTION FOR EMR STUDENTS IN DAILY LIVING SKILLS

Connie Earhart

To begin with, let's attempt to answer some questions related to daily living skills.

1. If someone used a bait and switch technique, what would they be doing?
2. Define the scientific meaning of the term calorie.
3. Using the concept of Maslow's hierarchy, say something about child development.
4. When making a bed, why should a person miter the corners? Describe this four step process.

These questions are designed to provide us with an opportunity to evaluate the types of test items we are imposing on students and to consider whether or not we are presenting content in the most easily understood manner for all students.

Question 1. If someone is using a bait and switch technique, what would they be doing? Suppose you saw a sale bill which advertised bedroom sets for $400. Consequently, you go to the store intent on investigating that particular suite. But as you approach the $400 bedroom outfit, the sales person attempts to direct your attention away from that set in order to promote an $800 set; you are a victim of bait and switch. If upon insisting to see the least expensive set, you find that the store really only had two of the inexpensive sets to sell, yet had not advertised "limited quantity only," you may wish to complain to the Better Business Bureau. The Bureau will investigate to determine if your rights have been violated by the use of a bait and switch sales gimmick. Another example of the bait and switch technique involves supply. Assume a store advertised Del Monte green beans on special, 4 cans for $1.00. You arrive at the store and the sales clerk informs you that the supply of this item is exhausted and refuses to make an adjustment. Welcome to the "Bait and Switch" Club!

As illustrated in the two examples, "bait and switch" is simply defined as providing a product or service attractive in price to the customer (bait) and then manufacturing circumstances which will encourage the customer to change his or her mind and buy another product (switch) at a higher price.

On this first item, EMR students may have difficulty understanding the abstract definition of "bait and switch." But, if illustrated by concrete examples and demonstrations of the technique at work, this concept will become easier for all students to relate to in real life experiences. The key point to remember is that it is more important for a student to be able to use this consumer information to insure that his/her legal rights are not violated than to be able to reproduce a perfectly written definition.

Question 2. Define the scientific meaning of the term calorie. A short time ago this question was submitted to a group of teachers who seemingly knew the answer, but it wasn't long before the group discovered that very few of them knew the correct scientific response.

Once again we have to ask ourselves as teachers if it is necessary for EMR students to learn the scientific definition of a calorie. Or, is it more important to be able to relate the general concept to one's own experiences? For example: "If I eat too much, my calorie intake will be too high and I will be overweight." Knowing how calories affect one's health and appearance in a practical way is more beneficial than being able to recite, "A calorie is the amount of heat needed to raise one gram one degree centigrade." In approaching the teaching of basics in a variety of interesting ways, frustration levels will decrease and students, as well as teachers, will begin viewing learning as a fun, creative happening rather than a dull requirement.

Question 3. By using the concept of Maslow's hierarchy, say something about child development. Often a concept is too abstract for many students to comprehend. But, if a teacher reduces the concept to its simplest terms and relates these elements to individual student experiences, they can understand the basic principles. If this process is used to interpret Maslow's hierarchy, students will see Maslow's theory as a logical sequence which may help them to understand their own behavior.

Question 4. When making a bed, why should a person miter the corners? When you respond, please break this process into four steps. Many people who can demonstrate how to miter corners are unable to explain the technique in a four step process, written or orally. Therefore, it is important not only to provide alternative ways for students to learn, but it is imcumbent upon us as professional educators to provide options for students relative to how they wish to be evaluated. We must constantly check ourselves as

teachers to insure that we are in fact providing the individual student in our class with every opportunity: (1) to learn, and (2) to demonstrate his or her individual competencies. Let's explore another way to evaluate a particular student's ability to miter corners. A student could demonstrate his/her skill using a pillow and a blanket in order to actually miter the corners.

This analysis of four learning tasks is provided to demonstrate how difficult teaching can be if the level of abstraction is complex, if the level of individual relevance is low and dependent primarily on the skills of reading, writing and abstract conceptualizing. All of the aforementioned skills may be particularly difficult for the EMR student. Of course, the acquisition of the basic skills is important. However, students need to be able to develop individual abilities and interests. There are no EMR classes or categories in the "real world." Therefore, students must learn to compete by doing and using those skills that will assist them in the world outside the classroom.

INDIVIDUALIZATION

One of the skills necessary to be a good teacher is the ability to process activities. Regardless of the subject, most people can learn if the concepts are dealt with in a relevant, easy to understand manner and processed with insight.

The following activity illustrates processing.

Activity

Item of Clothing	What I want my Clothing to say about me	1st Observer What my clothing does say about me to others	1st Observer What my clothing does say about me to others

In the first column list the following: hair, shirt or blouse, shoes. In the second column entitled, "What I want my clothing to say about me", write down a few words to describe your hairstyle, your shirt or blouse, and your shoes. For example, your hairstyle might be "mod," or "conservative." Also, list in two or three words, what your hairstyle says about you. Maybe your hairstyle reflects that you are practical because you like outdoor activities and do not wish to take a lot of time for hair care. After you have com-

pleted the second column fold the paper so this second column is covered; then pass the paper to a person you think would be very different from you. The person receiving the paper should complete the third column and pass it back to the owner. Normally two other people would give opinions on this activity, but due to time constraints there is opportunity for only one person's opinion. Assume that you all are using this activity in your classroom. Your task is to process the activity. (Discussion of the activity by the audience).

What are some key points to remember when using this activity?

- Are your objectives clear? Is this the best possible way to accomplish these objectives for all students?
- Could this activity be used as an introduction to a grooming or clothing unit?
- Could this activity be used as a pre-test, post-test self evaluation?
- What are some pitfalls that you may encounter if you use this activity?
- Might some students feelings be hurt if this activity was either performed before a warm classroom climate was established or not processed carefully?
- Have you considered the basic skills this activity involves such as reading and writing capabilities?

The emphasis here through your involvement in these simple activities, you, hopefully, have discovered that individualizing means keeping the specific student in mind, as you set objectives, plan activities, and form evaluations. Some teachers think "Hey, I'm individualizing! I'm using student packets." What may be happening is that everyone is required to complete the same packets, at their individual rates. Studying the same material in the same form, is not an individualistic approach. Another misinterpretation of individualizing instruction occurs when students work independently. Always working independently doesn't mean individualizing. Individualizing means to look at a situation to determine when to use large group activities, small group activities or individual activities consistent with a student's learning style.

Individualizing involves more than varied learning approaches. The brief outline which follows may provide you with some ideas on how to individualize daily living skills for educable mentally retarded students.

I. HOW HUMANE ARE YOU AS A TEACHER?

(Are students trying to survive in your class in spite of you or do they really enjoy an individualized, warm atmosphere?)

HOW HUMANE ARE YOU AS A TEACHER?

A. Do you promote acceptance of others by the model you display?

B. Are you natural and for real? Do you let students know that you make mistakes, have good and bad days and have needs like anyone else?

C. Do you take time to visit informally with your students before and after school? Do you stand in front of your door between classes to talk to students in the hall as well as greet students going to your class?

D. Do you allow five minutes at the end of each period for students to informally talk? This may cut down on discipline problems by providing a structured time for talking to friends about things other than school.

E. Is a suggestion box provided as a form of communication for those students who may not wish to discuss an idea or concern orally?

F. Do you show students who return after being absent that you are happy to have them back in class and that they were missed? Are you friendly and supportive when giving make-up work or do you come across as it is a required duty?

II. CONSIDER YOUR APPROACH AS A TEACHER

A. Do you attempt to promote success for all students by asking questions on the same topic at a variety of levels? (Giving certain students easier questions but progressively increasing the difficulty for these students as their comprehension level increases). Distribute easy and hard questions so it's not noticeable.

B. Are your class discussions and activities always teacher-centered? Or do you encourage your students to work on their own or with other students to develop critical thinking skills? Are groups formed in various ways? (Free choice, assignment according to interest, random assignment, grouped as a working core needing a variety of skills, using various academic levels, etc.)

C. Do you simulate life as much as possible? Consider the importance of the media on students, especially after their formal education is finished. Will you have helped them to continue their educations by themselves by being aware of differing points of views? Will they be able to distinguish between accurate and inaccurate representations of people and events? Will they, in effect, believe everything they read and hear or will they be able to judge for themselves?

D. Consider your interaction with your students. Biased treatment of different students can destroy any value in an integrated curriculum. Do you respect all students even though you may personally prefer some?

III. CLASSROOM ENVIRONMENT

A. <u>A structured classroom environment is especially important to some special education students</u>.

1. It is important to provide choices within limits. Offer three specific options for an assignment from which a student may pick one. Some students may become frustrated by unlimited choice.

2. Small constants such as always putting completed papers in a box and having a small bulletin board area where a student who is absent may check what activities have occurred while he/she was absent. Certain areas of the room may be designated for specific activities.

IV. RESOURCES

1. Consider, if possible, using paperbacks and newspapers instead of or as supplements to standardized texts. Constant use or lengthy assignments from a textbook may become overwhelming to some students. You may wish to extract certain concepts from a textbook and put them in a hand-out form. Also consider a multi-media approach; use records, magazines, television, tapes or a radio.

2. Are you making the most of your materials budget? Should you have one copy of a source for every student if some of them can't handle it successfully?

3. Are the people that you use in your community as resources and the field trips your students take varied? (A banker, a cook, barber, meat packing plant, attending a legislative session, going to juvenile court).

V. COMMUNICATION WITH PARENTS

A. Do you call parents when a student does well, not just when there is some problem? This will promote a positive teacher/parent atmosphere when you may need assistance dealing with a student.

B. Have you considered writing a newsletter for parents which describes what is happening in your classroom? You may wish to include ideas from the course which may be useful at home (e.g., consumer education, how to file income tax returns and community services.) Remember when you are constructing the newsletter that it is important to provide stimulating, practical information on a variety of reading levels to insure that it may be a way for all parents to learn regardless of individual abilities.

C. Have you consulted with parents on what they want their children to learn? This allows an opportunity for parents to feel that you really care what they think and may also provide you with some clues on the students' interests, talents and possible limitations.

D. Are you interested in the total child? By making home visits you may discover areas that some families need special assistance in other than what the school can offer (e.g., clothing, health care). If you are aware of community services, you may assist a student's family, if they request help, by referring them to an agency, thus improving the total environment for the student.

VII. EXPECTATIONS AND EVALUATION

A. Do you set tasks which are reasonable and which appear to the student to be within his/her abilities?

B. Do you allow students to learn from mistakes without penalties?

C. Are there special reasons other than an IQ test why a student is in special education? Could race, economic level, or language differences be contributing factors on why a student is in special education? Does this information give you special clues on how you might individualize and make learning more relevant for a specific student?

D. Do you provide a choice in the form of evaluation? Oftentimes a choice in activities is offered to individualize instruction, but seldom is a choice in evaluation made available to students. (E.g., choice or short answer, case study, multiple choice, or demonstration).

E. Do you make positive, personal comments on written work as well as marking incorrect responses? Are students given a chance to correct work for credit?

PERSONAL-SOCIAL SKILLS

Activity Ideas for Teaching PRICE Competencies and Sub-Competencies

Carolyn Magnuson

The following activities are suggestions of ways classroom teachers can focus on developing PRICE Competencies in their classrooms. They are designed to be used in aiding all students to develop an understanding of themselves and others. Through frequent interaction with their peers, students will gain the understanding which leads to acceptance of the uniqueness of each person.

Within the set of activities, you will find that for each PRICE Competency, two sub-competencies have been selected for activity development. They are intended as "pump-primers" for each educator's creativity and expertise.

COMPETENCY #10 ACHIEVING SELF-AWARENESS

10.2 Identify Interests and Abilities

Activity Purpose:

For the learner to be able to tell about things he or she likes to do after school.

Materials:

9" by 12" heavy paper, a variety of magazines with pictures, scissors, glue

Process:

Have each person find and cut out pictures of things he or she likes to do after school. Using the heavy paper as a backing, have each person make a collage from the pictures he or she found.

In small groups, talk about the collages. Stress similarities and differences between pictures. As you circulate from group to group, quietly assure that each person is given the joy of being heard by others.

10.3 Identify Emotions

Activity Purpose:

For the learner to realize that there are a variety of ways to react to the same situation.

Materials:

pencil and paper for one person in each group

Process:

Tell class that they are going to make up everyday situations and then tell how different people might react to each situation. The following is a sample:

"'Trade-With-A-Teacher Day' is coming up soon. On this day, students become teachers and other school workers (principal, secretary, custodian) for a day. In order to be chosen for a job you have to apply and tell why you'd be a good science teacher or principal or whatever you choose."

Different people might react in the following ways:

--"I'm not going to try for any job. That's a dumb day!"
--"I can hardly wait! I'm going to apply for all my classes-- I'm sure to get one."
--"I'm not so hot at Math so I'd better sign-up to be the Spelling teacher. I'm really good at that."
--"If I can't be principal--I won't be anything."

Divide class into groups of 4-6 students. Ask one person in each group to be the recorder. Have the people in each group create a realistic situation and then choose some different ways of reacting to the situation.

If people have difficulty thinking of reactions at first--you may want to suggest the following types:

A person who always expects the best to happen.
A person who always expects the worst to happen.
A person who is very self-confident.
A person who never tries anything new.
A person who has just had a fight.

When all groups have their situations ready have each group role play their situation and various reactions for the rest of the class. After each situation ask for other reactions from class members.

Talk together about reasons for the various ways of reacting. Bring out the fact that individuals have choices about the way they react to situations.

COMPETENCY #11 ACQUIRING SELF-CONFIDENCE

11.1 Express Feelings of Worth

Activity Purpose:

For learner to know what it's like to be told "You've done a good job."

Materials:

a list of the names of all of the students in your classes

Process:

Develop a systematic (known to you, but not to students) plan for telling each student that he or she does a specific thing or things well. It may be that you decide to keep a chart and on Monday you'll talk with the people who sit across the back of the room, on Tuesday, you'll talk with the people who are in the front of the room, etc. The important things to keep in mind are:

- --keep a record of the people you've encouraged so no one is left out.
- --be specific in your comments, e.g. "John, it sure makes things easier for me because you're on time each day. Thanks!"
- --be honest (as you know, students have an uncanny way of seeing through insincerity).

If a verbal message is not possible for each child--utilize a written message for some. Non-verbal signs of another's worth are important, too. A smile or pat on the back are also ways of saying "You've done a good job!"

11.5 Develop Faith in Self

Activity Purpose:

For the learner to know when he or she needs help from someone else and to whom to go for help.

Materials:

A variety of situations written on slips of paper, "hat"

Process:

Write a number of situations on slips of paper and put in a hat.

Have students draw a situation from the hat and tell whether or not it is a situation in which they need help from another and if so, from whom? Some possible situations are:

--You're visiting a cousin in a different city. You've gone alone to the store for your aunt and have forgotten the way back to the house.
--You want to call a friend but don't know the number. You have a student directory.
--You need to call home, you drop your last cent and it's nowhere to be found.
--You are at the grocery store. Your mom told you to get 4 things and you remember three of them.
--It's time to decide what you're going to do next year.
--You know you have an English assignment due tomorrow--but you can't remember exactly what it is.

COMPETENCY #12 ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR

12.1 Know Characteristics Needed for Acceptance

12.11 Activity Purpose:

For the learner to know the names of fellow classmates.

Materials:

no special materials are needed

Process:

(This works best when students can all see each other) Have each student think of an adjective to go with his or her first name, e.g. "Capable" Connie or "Laughing" Larry.

The first person who introduces himself or herself says, "I'm _____ _____." The second person says, "I'm _____ _____ and this is (adjective name of first person)." The third person says, "I'm _____ _____, this is _____ _____ and _____ _____." This continues around group until the last person (you) says the name of everyone else.

Encourage cooperation, i.e. if someone has trouble, encourage help from others.

Follow-up the activity by using names often yourself and to encourage students to use each other's names during group discussion times.

12.12 Activity Purpose:

For learner to identify traits that are important in friendships.

Materials:

a very long piece of "butcher" paper, colored pens

Process:

Put up a long piece of "butcher" paper in an easily accessible place. Write the words "A Friend. . ." in big letters at the top. Have colored pens available for students.

Talk briefly with class about the different kinds of things people think are important for friends to be/do.

As students think of different characteristics have them write or draw their idea on the paper. By the time each of your students has had a chance to contribute several ideas, you will have a colorful wallhanging as well as a springboard for a discussion about ways people may establish and maintain friendships.

12.5 Know His or Her Roles

Activity Purpose:

For learner to recognize that different roles have different responsibilities.

Materials:

to be determined by students

Process:

Divide class into groups. Assign one of the following roles to each group: family member, worker, citizen, student

Have each group brainstorm for 2 minutes the responsibilities that go along with each role; i.e., the responsibilities one has as a family member, as a citizen, as a worker and as a student. Encourage each person to look at all possible responsibilities.

After brainstorming session, have each group choose the 5 most important responsibilities of their roles and plan a way to share their ideas with the other class members. Encourage creativity in presentation--they might be through role play, drama, or pictures.

During conversations bring out what might happen if no one assumed responsibilities that are the least desirable.

(A natural part of this activity would be to include rights of each of the various roles as well as the responsibilities. . .too often one is talked about without considering the other).

COMPETENCY #13 MAINTAINING GOOD INTERPERSONAL SKILLS

13.1 Know How to Listen and Respond

Activity Purpose:

For learner to begin development of skill in listening and responding to others.

Materials:

no special materials are required

Process:

Divide class into groups of 4 and assign a number from 1-4 to each group member.

During process each member will have the opportunity to listen, to respond and to have another person listen and respond to him or her.

Start by having all 1's talk for 1 minute while 2's listen intently (others will also be listening). At the end of a minute 2's repeat the main ideas of what 1's said. 1's then tell 2's whether or not they listened accurately.

Follow the same procedure with 2's talking, 3's listening, then 3's talking, 4's listening, then 4's talking, 1's listening.

Bring class together and talk about feelings as both listener and talker.

Have students practice <u>really</u> listening for what others are saying in their outside-of-class relationships, Provide an opportunity for talking together about their out-of-class listening experiences.

13.2 Know How to Make and Maintain Friendships

Activity Purpose:

For the learner to begin thinking about the characteristics he or she considers important for friendships. For the learner to begin appraising himself or herself in terms of what others look for in friends.

Materials:

large pieces of paper, marking pens

Process:

Divide class into small groups. Have each group select a fast writer to serve as recorder.

Have each group brainstorm for 3 minutes about the things that contribute to their making friends with another person, i.e., what characteristics are important, what do others do, what do they do?

At the end of the three minutes time, have each group put their list on a large piece of paper.

Bring whole group back together and look at responses of each group. Focus on responses that are the same from group to group as well as those that are different.

Encourage people to evaluate their own behavior/attitude in relation to the characteristics mentioned on the lists. Help them to know that if they aren't satisfied with their behavior, they have the ability to plan ways to change.

Leave the door open for pupils to talk with you or a counselor about the ways they can make changes.

COMPETENCY #14 ACHIEVING INDEPENDENCE

14.1 Understand the Impact of His or Her Behavior on Others

Activity Purpose:

For learners to identify ways he or she influences others behaviors.

Materials:

chart paper and marking pen

Process:

Without warning, start class one day in an overtly grumpy mood (be careful not to exaggerate so much as to be humorous). Maintain grumpy attitude for whole class period.

The next day, start class in a sunny, cheerful mood. After a period of time, stop whatever you're doing and talk with class about the way you have "acted" the past 2 class periods. During conversation, encourage class members to reveal how they were effected by the way you acted.

Have pupils try a similar experiment with people they meet. Encourage each person to try a variety of behaviors and record in some way (in writing, mentally, pictures) the way others react to them.

Talk in class about the various reactions they got from others. Make a big chart that looks something like this:

When I...	Others...
frowned at everyone	were not friendly.
smiled and said "Hi!"	smiled, too.
grumped at my mom	(she) grumped back.
got mad	"turned their back" on me.
told someone "nice work"	(he) beamed.

(A natural expension of this activity is to talk about choices each individual has about his or her behavior, i.e., if someone frowns at me, I can choose to smile back.)

14.2 Understand Self-Organization

Activity Purpose:

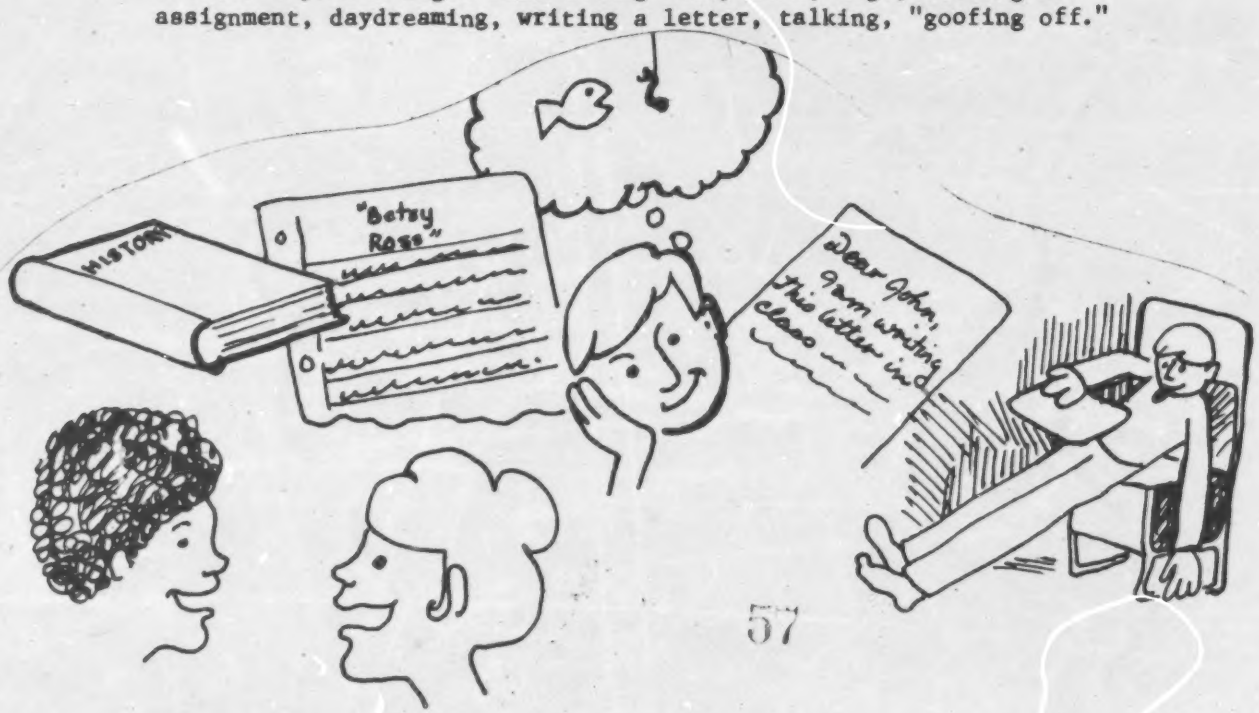
For learner to identify ways he or she utilizes time and to evaluate choices of activities in terms of total effectiveness.

Materials:

Spirit Master of code (below); copy of code for each student.

Process:

Make up a code similar to the following which would represent choices a person might make during study hall, e.g., reading an assignment, daydreaming, writing a letter, talking, "goofing off."



Reproduce the code and distribute to pupils. Talk together about what the various symbols represent. Have students keep track of their study hall activities for several days. The exact procedure will be up to you to keep track of times in minutes or merely tell what they did and not worry about time.

In small groups, have pupils talk about how they chose to use their time. What did their choices mean in terms of how they were able to choose to use their time after school and/or in terms of the consequences in their classes. (Emphasize idea of CHOICE).

During conversations together focus on the ability one has to choose what he or she will do. Talk about the necessity for evaluating ways time is spent to see if these ways are helping one to make the most of his or her life.

COMPETENCY #15 ACHIEVING PROBLEM-SOLVING SKILLS

15.3 Look at Alternatives

Activity Purpose:

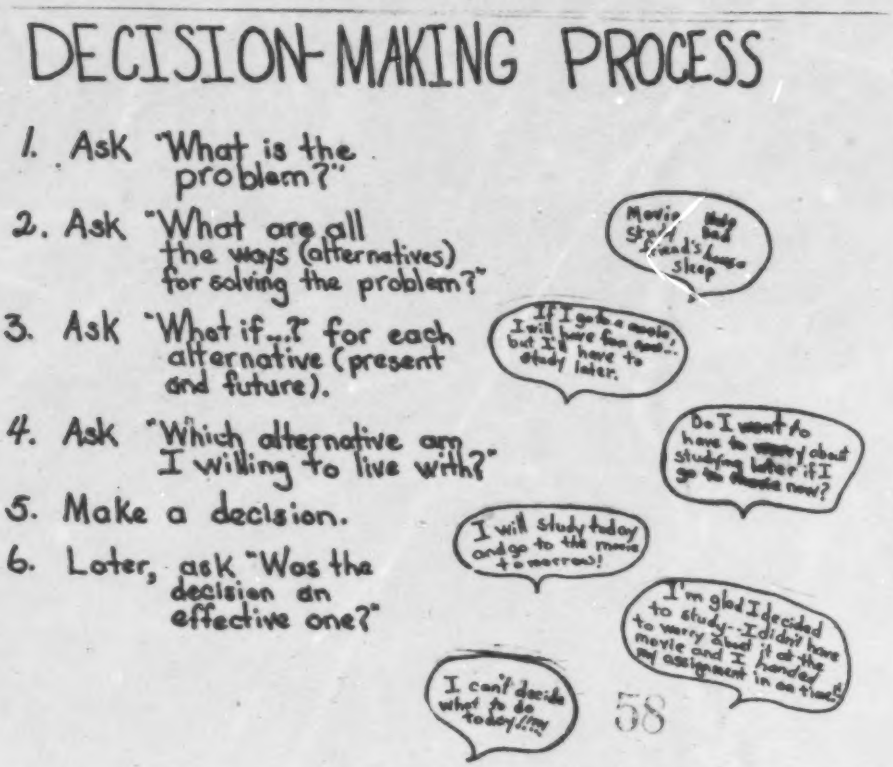
For learner to become aware of the steps in the decision-making process.

Materials:

chart paper, marking pen

Process:

Prepare a chart showing the steps in the decision-making process. It might look something like this:


DECISION-MAKING PROCESS
1. Ask "What is the problem?"
2. Ask "What are all the ways (alternatives) for solving the problem?"
3. Ask "What if...?" for each alternative (present and future).
4. Ask "Which alternative am I willing to live with?"
5. Make a decision.
6. Later, ask "Was the decision an effective one?"
Movie
Study
Friend's house
Sleep
If I go to a movie I will have fun now... but I'll have to study later.
Do I want to have to worry about studying later if I go to the movie now?
I will study today and go to the movie tomorrow!
I'm glad I decided to study - I didn't have to worry about it at the movie and I handed my assignment in on time!
I can't decide what to do today!

Discuss decision-making process with class. Talk together about the number of unconscious decisions everyone makes each day and how some decisions are easier than others.

After the discussion, divide class into pairs and give each pair a life problem to be solved. Some suggestions are:

Marci can't decide where to go to college. She wants to be an engineer.

Jim has been asked by 2 girls to go to the Pep Club dance.

Bill doesn't know what to do after he graduates from high school.

Keri has to decide on a topic for a theme.

Have each pair follow the decision-making model and arrive at the decision they think will be the best for each person. After they have made the decision, have each pair make a small poster depicting the problem and the way the decision was reached. Plan a way for sharing ideas.

15.4 Anticipate Consequences

Activity Purpose:

For learner to know that each alternative has present and future consequences.

Materials:

several copies of a decision-making situation

Process:

Divide class into groups of about 5 or 6 students per group. Provide each group with a copy of a problem-solving situation. Following is a possibility:

Jill is a junior in high school. It is time for her to decide what courses she will be taking next year. Jill really wants to be an electrician when she graduates, but her parents think she should be an office clerk because that's more suitable for a girl. Jill wants to please her parents, yet she likes doing things with her hands and doesn't like filing and typing. She also wants to earn more money than she could earn as an office worker. She has to plan to take courses next year that will help her when she graduates. What should she do?

Have students in each group brainstorm all the alternatives that are open to Jill, then talk about each of the alternatives in terms of present and future consequences. After evaluating the consequences, have each group select the alternatives that would be most effective for Jill.

Bring class back together to share with each other their decision for Jill. Encourage an open discussion regarding the alternatives. Talk about the steps Jill would have to take to get to her goal.

You may want to personalize this idea by having students identify a problem situation of their own and follow the same steps. Make sure that each person has an opportunity to talk with another person--you, a counselor, a peer--about his or her situation.

COMPETENCY #16 COMMUNICATING ADEQUATELY WITH OTHERS

16.2 Read at Level Needed for Future Goals

Activity Purpose:

For the learner to be able to choose appropriate source for seeking specific information.

Materials:

several telephone directories, newspapers, magazines, road maps, situations written on slips of paper, "hat"

Process:

Divide class into pairs. Have each pair draw a situation and then search for the answer. The situations might be similar to the following:

--You want to send cards to the following people..but you don't have their addresses:

James R. Smith
Betty Jackson
Roy Calvin
Kent Roy
Marilyn Kaye

--You need better tires for your car but don't want to buy brand new tires. Where will you go?

--Your family is taking a car trip and has appointed you navigator. Your mom wants to know how far it is from Milwaukee to Madison on the Interstate.

--Your dad saw a yummy dessert recipe in something he read, but can't remember what. He's asked you to help him find it.

After everyone has had a chance to get their answers, have 3 pairs join together. In these groups have each pair present their situation, ask other group members how they would solve the problem and then tell how they solved the problem themselves.

16.5 Understanding the Subtleties of Communication

Activity Purpose:*

For the learner to begin to be aware of ways people mask the real meaning of what they say.

Materials:

six slips of paper with either "true" or "false" written on them

Process: Have six people draw a slip of paper (and not reveal what is on it). Ask the group several questions. Each person is to respond in the way their slip indicates and other class members are to determine who's being "real" and who's being "not real." Some possible questions are:

--Do you think we should have year round school?
--How do you feel when it rains?
--Do you like Royals or Cardinals best?

After each question change the true-false slips among those answering the questions.

Talk with group about their feelings during activity--both as a person answering questions and as a person trying to figure out who was being "real" and who was being "not real." Relate discussion to everyday happenings with others.

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*This activity is adapted from Classroom Strategies for Drug Abuse Prevention: A Human Relations Perspective, Missouri Department of Elementary and Secondary Education, Jefferson City, Missouri, 65201.

OCCUPATIONAL SKILLS FOR THE RETARDED STUDENT

John Alexander

Occupational Skills and Career Education

When we concern ourselves with the needs of the EMR student, we must consider career education and individualized instruction as major factors in the teaching of occupational skills. Career education is not new! Since ancient times people have been concerned with the types of skills they must know and teach to others, so that the human race might survive. The teaching of occupational skills is only one part of career education. Kenneth B. Hoyt in his speech at the National Conference on Career Education for Exceptional Children and Youth, on February 11-14, 1973, in New Orleans, mentioned different goals of career education as related to the concept of work. These goals are:

1. All individuals should work. For the EMR student the use of individualized instruction may make it possible to learn some type of occupational skill.
2. People should acquire the skills needed for work. The most appropriate method for teaching the EMR is also the most appropriate method for teaching any student an occupational skill--individualized instruction.
3. People should be able to find work and have a meaningful and satisfying role in society.
4. The concept of work includes both work attitudes and work skills.
5. The concept of work includes both accomplishment and achievement. People must learn to finish what they start. The EMR student should receive some type of positive reward for his accomplishments. Whenever an EMR student finishes a project he should be praised for his accomplishment, even if the project is completely different than originally intended. The EMR student needs positive reinforcements.
6. The concept of work includes being paid or unpaid. All people should learn that as members of a society they have certain duties and obligations which will require them to do work for which they will not be paid. These duties and obligations may take place in the home, school, church, or community.

7. Work should be possible, meaningful, and satisfying.
8. Work values should include:
   A. Completing assigned task.
   B. Being punctual.
   C. Rewards that come from accomplishment.
   D. Interdependence of workers for successful task accomplishment.
   E. Importance of each worker in the total scheme of his working environment.
9. In every classroom both work habits and work values should be taught.

Individualizing Instruction

Individualizing instruction may be accomplished by forming groups of a manageable or workable size, and using learning stations or individualized working packets of instructions. The formation of groups of a manageable size may be accomplished in several different ways. Several smaller groups may be formed from a larger group by randomly placing students from the larger group into smaller groups, or certain students may be selected to serve in a peer teaching capacity in each of the smaller groups. The students in the smaller workable groups should then be paired off, so that they will have each other to observe, to work with, to help, and to encourage. Students may be paired off in such a way as to place students with certain strengths with those students with a weakness in the same ability area. Students should also be placed with their friends if possible.

Learning stations can be used to initiate the process of learning basic skills and techniques. The selection of a project should be simple, but yet include all of the basic skills needed to cover intended objectives. The learning stations should be simple, progressive, include examples of what is being done, be easy to follow, and be able to be completed in one class period. If the project requires several hours to complete, it would be better to have a series of learning stations instead of having all of the stations set up at one time. The problem of getting students to stop work will then be reduced, since they will not be told to stop working. Although the entire project can take several days to complete, no more learning stations should be offered each day than can be completed by all of the students. Each learning station should be limited in the number of tools and operations to be performed, so that students will move through the

learning stations smoothly and will not waste time trying to decide which tool to use.

After the students have learned the basic skills and techniques, they should remain in the same manageable groups and with the same partner. From the learning stations, students should progress to learning packets or to a less structured activity where decision making and creativity are encouraged within limitations. The students should be required to make some decisions, based on information they receive, as to the appropriate tools, materials, etc.

Some creativity of design should be encouraged in the completion of projects. By allowing creativity and some changes in the design of a finished project an opportunity is created where students can be praised for their achievement or accomplishment. Better students may be challenged, and those students who do not have the ability or have not developed to a high degree the skills needed to make the intended project can receive praise in a positive manner.

To reduce the difficulties experienced in teaching occupational skills, both individualized programs and individualized instruction should be used. To assist the EMR student in learning, the following should be considered:[1]

1. Giving detailed explanations of tasks to be performed.
2. Using illustrations to build from simple to more complex concepts.
3. Using slides with a script or tape (the tape is for those who have reading problems).
4. Using single concept 8mm films with tape or sound track to show and tell exactly how to perform a certain task.
5. Putting all directions on instruction sheets as well as on tapes.

Retarded students are like other students in that they are people with individual characteristics and certain needs. Occupational skills can be taught to both EMR students and regular students through the utilization of individualized instruction.

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[1] "Rationale for Individualizing Instruction"
Annual Report: Institute for Education and Technology
Appendix H, Project 3, pages 119-123, June, 1972.

Example of Teaching a Project

PROJECT: Leather Key Chain

PRICE COMPETENCY NUMBER: 19

COMPETENCY: Exhibiting Appropriate Work Habits and Behaviors

Sub-Competencies:

19.1 Follow directions.

19.2 Work with others.

19.3 Work at a satisfactory rate.

19.4 Accept supervision.

PRICE COMPETENCY NUMBER: 20

COMPETENCY: Physical-Manual Skills

Sub-Competencies:

20.1 Demonstrate satisfactory balance and coordination.

20.2 Demonstrate satisfactory dexterity within the realm of capabilities.

20.3 Demonstrate satisfactory sensory discrimination.

BEHAVIORAL OBJECTIVES: Students will be able to:

1. Case leather with water.
2. Stamp leather using selected tools.
3. Apply Neat-Shene leather finish with dauber.

MATERIALS NEEDED:

1. One Live-Oak leather rounder for each student.
2. One bead key chain for each student.
3. One container of water for each group of learning stations (2 containers).
4. Leather stamps: (Craftool Stamp Numbers):
   A. F918 for use as GRASS.
   B. Z999L, Z998, or Z999R (Select any one tool for use as a STEM of a flower).
   C. Select any FLOWER.
   D. Other tools that would look good are:
      1. Z791 BIRD.
      2. Z789 MUSHROOM.
      3. Z788 BUTTERFLY.
5. Wooden or Rawhide mallet (One for each station).
6. Heat-Shene.
7. Dauber (one for each manageable group of learning stations - 2 daubers).
8. Revolving leather punch.

METHOD OF PRESENTATION:

1. Divide the class or large group up into manageable or workable sized groups (two groups).
2. Pair students off within each manageable group.
3. Give a demonstration and give students directions as to what they are to do.
4. Have students complete learning stations and projects.

SPECIAL INSTRUCTIONS FOR TEACHERS:

It may be necessary for you to punch the hole in the leather for the key chain for the students.

PART III

TEACHING RECREATION AND LEISURE COMPETENCIES

PHYSICAL EDUCATION PROGRAMS FOR THE MENTALLY RETARDED

Leon Johnson

Physical education for the mentally retarded is an unquestioned part of the "total" education program, which should more fully meet the needs of the mentally retarded. There is considerable research evidence to support the theory that improved physical fitness can increase the retarded individual's ability to learn.

For too long physical education and recreation have been looked upon as simply fun, play, and diversion; as such, they were tacked on to programs, activities, and efforts for special groups and populations. Now, personnel from many settings and with diverse training and backgrounds, recognize the importance of motor development, physical proficiency, and related activities in educating, training, habilitating and rehabilitating the mentally retarded.

Play is of benefit to all children, especially to the mentally retarded who, in addition to their intellectual deficit and often impaired adaptive behavior, may have complicating problems such as a lack of coordination, less resistance to fatigue, lower levels of strength, and poor body articulation. However, it should be noted that in many ways the mentally retarded individual performs like a "normal" individual of the same mental level; the mentally retarded goes through similar stages, but at a slower developing rate than the "normal" child. Most mentally retarded individuals are slow in learning new skills simply because they do not have the mental ability to do them; they many times must be taught physical activities by methods somewhat different from those used with "normal" populations.

Only when all mentally retarded adults, young adults, youth, children and infants as well--have maximum opportunities to grow, develop, and live wholesome, productive and satisfying lives, can we truly say that progress has been made, and that we have emerged from darkness and we have eliminated man's inhumanity to man. When all mentally retarded individuals have the opportunity to live as independently as possible and to their maximum potential capacity and ability, can we begin to take pride in our accomplishments and consider our educational programs to be successful.

Physical activity is not time wasted. Most children do not have enough opportunity to participate in physical activity; many mentally retarded individuals have even less opportunity. Through physical activity the individual becomes aware of himself as an individual person and becomes aware of the world around him. Play is a means by which the individual expresses himself as social and character values are developed and woven into his personality. Physical activity is an outlet for many needs of the individual. Mental stimulation, emotional health, social acceptance, and physical well-being initiated, stimulated, and nurtured from the very earliest play become the foundation upon which a happier and more worthwhile life for the individual is built.

Goals need to be set up so that individual accomplishment occurs through the individual's physical activity. The goals of physical activity for the mentally retarded must be set to take into consideration the activity, the past experience of the individual, the ability, limitations, and interests, and the degree of mental retardation. Physical activity for the mentally retarded must be structured more, especially at first with the younger individual, than with "normal" groups. It is of vital importance that anyone working with the mentally retarded in physical activity to encourage, and motivate the individual into activity that has meaning and importance for the mentally retarded.

In addition to the tangible outcomes of physical development that result from wholesome and stimulating play, fun and having a good time are vitally important to the mentally retarded individual. In many instances the mentally retarded individual may have known nothing but a drab, barren, sedentary existence of setting, staring, and even strait-jacketing when he has shown the normal urges of childhood. Participating in physical activity can change this dismal picture.

There are several factors that must be considered by educators when planning and implementing physical activities for the mentally retarded.

1. Adapted physical activities is for every individual who cannot safely or successfully participate in a regular physical activity program.
2. Adpated physical activity is not an end in itself but a means by which the mentally retarded individual can realize sensible and

realistic limitations so that they can participate in appropriate physical and recreational activities without aggravating their condition.

3. Adapted physical activities should be flexible whereby individuals participate in the activities within the regular physical education program when they can safely and successfully participate with their peer groups. Program placement should be flexible so that students can be moved from regular class to adapted class and back again in order to best meet the individuals' needs.
4. Adapted physical activity programming is not a baby sitting process, busy work, watered-down activities from the regular program, or a means of circumventing physical education requirements. Adapted physical activities is an integral part of the "total" educational program for the participant; it has been relatively untapped in too many schools and school systems. The need for well developed, meaningful and individualized adapted physical activities program for the mentally retarded is increasing, not decreasing, and it will continue to increase with legislation mandating educational services be made available to all.

It is obvious that the programming of adapted physical activities for the mentally retarded described herein does not happen by chance. It takes concerted national, regional, state and local human resources developing efforts which include setting priorities, planning, and targeted follow-through activities. It is highly recommended that all concerned with the "total" welfare of the mentally retarded, implement actions to develop the efforts to bring about better utilization of existing resources and to actively seek to expand opportunities for all mentally retarded individuals to grow and develop through adapted physical and recreational activities.

THERAPEUTIC RECREATION SERVICES FOR THE EDUCABLE MENTALLY RETARDED

Gerald Hitzhusen

In the past few years in numerous states the state legislatures have been passing legislation that will enable all children to have an equal chance at an education in our school system. In the state of Missouri it is House Bill 474 that requires all children, including the Educable Mentally Retarded, to receive the best education possible. What role then does recreation and/or therapeutic recreation play in the education process in the various school systems? In order to answer this question we need to try to clarify the terminology that we will be using. Adapted Physical Education is the use of physical activity and skills for individuals who cannot safely or successfully participate in a regular physical education program. Recreation is defined as experience derived from participation in voluntarily chosen pursuits engaged in during unobligated time (leisure) primarily for purposes of personal satisfaction or enjoyment. Therapeutic Recreation than becomes a process which utilizes recreation services for purposive intervention in some physical, emotional, and/or social behavior to bring about a desired change in that behavior and to promote the growth and development of the individual. (Frye and Peters, 1972)

Since the Educable Mentally Retarded cannot be described in terms of physical characteristics and limitations in intelligence and generally cannot be related to particular conditions or genetic factors, school failure, difficulty in obtaining employment or holding a position along with a lack of social skills are the areas of identification. All three of these areas have direct or indirect implications relating to recreation. For many Educable Mentally youth the first success may come in the area of recreation through fun, games, and competition, where there may be less pressure and the natural play environment exists. Recreation is now playing a larger role in the employment of the mentally retarded in tourist related industry, parks and recreation departments, and in the whole area of park maintenance and related horticultural activities. The last two characteristics of obtaining a job, holding a job, and lack of social skills seem very interrelated, for as all of us know the importance of social interaction with groups and on a one-to-one basis. Skills

for working do not automatically qualify one for success in the working environment, so that here, recreation can and does play a significant part. For instance, I visited one of the larger state schools and hospitals for the mentally retarded last week to evaluate the recreation program in relation to the goals and objectives of the program and how they related to occupational therapy, special education, the physical therapist, and the administration.

It was interesting to note that several of the school personnel were working in teams or units without the traditional medical model as the head of these units. Several of these units had recreation and special educators directing educational planning programs for the mentally retarded. Now this may not seem unusual, but common goals and objectives were outlined for all the programs utilizing music, play, physical skills, language, etc. These professionals not only were working together in units, but many also socialized and participated in recreation together, such as bowling, fishing, camping, playing cards and hunting. It was interesting to see the working situation and then accompany several of the staff to the local bowling alley where they competed as a team in the bowling league. There are two reasons why I have noted this experience and they are fairly apparent. One is the concept of working and planning as a team in whatever setting you may be in and the idea that social skills and recreation play a vital part in keeping persons healthy and able to perform their work in a better fashion.

The second experience I want to relate follows the point about team planning for educational objectives of the Educable Mentally Retarded in different settings. The state of Missouri has numerous Diagnostic Clinics where the mentally retarded are evaluated for placement and treatment. One of the most interesting concepts we have tried to develop at this clinic is the idea of the "modular playground." The staff involved in the project include a special educator, a music therapist, a therapeutic recreation specialist, and the administrator. Again the concept that learning does not stop when the individual is out of the classroom or on the playground is the basis for this program. Also recreation and play are part of the learning process in the social, sensory-motor-and cognitive domain, where integration of learning can take place.

In planning with music, language, physical activities and other educational areas, the team approach in planning goals and objectives can be carried through

from the classroom setting to the play area. Units on music for example could be carried through by having types of musical playground activities and using music in physical education programs. Concepts relating to colors, texture, directionality and language could be planned utilizing the idea of a modular playground that could be changed according to the needs of the youth and the teachers. Adventure play and competition could correspond to reading similar units on adventure stories. Skills related the physical prowess necessary could be stressed in the physical education program. I realize the problems involved and some of you may already be utilizing this type of programming now. The next logical step is the implications for family and community and how recreation can play a role here.

In working with community agencies dealing in services to the retarded there have been standards established and I believe it is important to mention the principles and standards relating to recreation. The Accreditation Council for Facilities for the Mentally Retarded of the Joint Commission on Accreditation of Hospitals has established the following principles and standards related specifically to recreation:

> Recreation services should provide for planned and supervised activities designed to help meet specific individual, personal, and therapeutic needs in self-expression, social interaction, and entertainment; to develop skills (including physical and motor skills) and interests leading to enjoyable and satisfying use of leisure time; and to improve socialization and increase interaction with other community residents. The primary goal of recreation and leisure time activities should be to give clients skills with which they can later exercise their own freedom in fulfilling leisure time pursuits in a normalizing manner. Recreation and leisure time activities should also provide coping experiences that encourage integration of the disabled into the recreation mainstream of the community. Without special attention, some disabled persons may be excluded from community programs because they are not motivated to participate, and are not physically able to participate, or do not have access to transportation. Programs should be designed to assure that all disabled people will have opportunities to participate in planned recreation activities.

Standards

The agency provides or obtains recreation and leisure time activities that are designed to:

- Allow the client to choose whether or not to participate, and to choose the type of activity in which he wishes to participate;

Develop skills and interests leading to enjoyable and satisfying use of leisure time;

Provide opportunities to be successful;

Provide experiences that develop social interaction skills;

Provide activities that promote physical and emotional growth;

Provide individualized therapeutic activities for the alleviation of disabilities and the prevention of regression;

Planning and organization of recreation programs and activities included:

A specific set of objectives for each client, based on his individual program plan;

Assessments of the client's abilities and performance level, to determine the type of recreation activities that are appropriate;

Grouping of clients according to their expressed wishes and probable abilities;

Careful selection of the method of presentation, in accordance with the abilities of the participants;

Availability of and access to desired activities;

Communication and coordination with other agencies to develop wider opportunities in programming;

Opportunities to participate with non-disabled people;

Parent and family education concerning leisure time activities;

Attention to any fees that are charged the participants.

Recreation activities should be provided through the provision of:

Daytime activities for children;

Afterschool activities;

After-work and evening activities;

Week-end activities;

Summer activities. (Joint Commission on Accreditation of Hospitals, 1973)

One of the competencies listed in Project PRICE is "Utilizing Recreation and Leisure" and I believe many of the above concepts related to family and the community can be of great value in planning to achieve the goal of this competency. (Brolin, 1974) One new trend which I believe is worth exploring is the area of recreation counseling with clients and families. Briefly, recreation counseling is defined by O'Morrow as "a technique in the rehabilitation process whereby a person uses all information gathered about person prior to release or discharge to further explore interests and attitudes with

respect to release to leisure, recreation and social relationships so as to enable him to identify, locate, and use recreation resources in the community." (O'Morrow, 1972) The field of counseling itself simply refers to coping with problems so that in recreation counseling we narrow the scope of the problem to recreation.

There are many factors to be considered in family recreation counseling: (1) Economics, (2) Social Standing, (3) Geographic Area, (4) Occupation of Parents, (5) Recreation and Leisure Interests, (6) Size of Family, and (7) Available Time for Recreation and Leisure. (Hitzhusen, 1972) Also, I utilize two types of counseling with clients and they are "resource" recreation counseling and "value-attitude" recreation counseling. In many instances the family or the individual has a healthy attitude towards recreation and the benefits that can be derived so that utilization of resources in the community becomes the primary goal. We direct persons to available recreation opportunities, provide information on fees, applications, transportation and when the programs are available.

Briefly, some of the objectives that have been established to meet the needs of the persons in recreation counseling are:

(1) To increase the client and family knowledge, basic skills, interests, and techniques of recreation participation.
(2) To stress the importance of individual and family involvement in recreation as a process of personal development and growth.
(3) To introduce the recreation activities and lifetime sports to the client and family with emphasis placed on the carry-over value of these activities.
(4) To counsel, direct and assist the family as to recreation opportunities, facilities, and supervised programs that are available in the community and surrounding area.

Many of the competencies in Project PRICE are directly related to the competency on leisure and recreation such as, involving clients in budgeting for recreation, utilizing transportation systems, appropriate dress for camping, swimming, hiking, bike riding, and cooking. Since for most persons recreation has a positive connotation, the environment and attitude for learning is ideal and one success can and should lead to many other positive learning experiences.

One of the largest type programs for the mentally retarded where success and competition are built into the program is the Special Olympics, which were first held in the summer of 1968, in Chicago, Illinois. The Joseph P. Kennedy, Jr. Foundation has been the primary sponsor of this program and major events include track and field events, gymnastics, basketball, volleyball, swimming and floor hockey.

The ultimate goal of the Special Olympics program is to create opportunities for training and competition for all retarded youth. Specifically, there are five objectives which serve as the basis for the Special Olympics:

(1) Provide motivation for the initiation of physical education and athletic programs where none exist.
(2) Provide supplementary materials which will aid those currently conducting such programs.
(3) Provide opportunities for athletic competition through local, state, regional and international Special Olympics.
(4) Give each retarded child a "feeling of belonging" by offering him membership in a national athletic club with membership certificates, periodic newsletters, etc.
(5) Instill in the retarded child a "sense of pride" by giving him a chance to win an award, be honored at a school assembly of have his picture in a newspaper...and by giving him a chance to know success. (Mitchell, 1969)

Another emphasis that has been added to the Special Olympics is that continued participation in recreation and athletics be stressed during the whole year and not just for the local, regional and national meets.

A new program entitled "Families Play to Grow" recently has been developed by the Kennedy Foundation in cooperation with special educators, physical educators, and recreation specialists. Participation is the main goal of this new program and family participation in particular. It is designed to:

(1) Build self-confidence, produce pride, and give the experience of success.
(2) Gives the youth a chance to say "I can" instead of hearing "You can't."
(3) Develops improved coordination, performance, and stamina. (Joseph P. Kennedy, Jr. Foundation, 1974)

I do believe that by being able to achieve the competency of utilizing leisure and recreation in a meaningful way, that your students will be able to participate actively in group activities, know activities and available resources, understand recreation values, use recreation facilities in the community, plan and choose activities wisely, and be able to take part in planning trips and vacations as Project PRICE has advocated.

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LEISURE-TIME SKILLS FOR THE MENTALLY RETARDED

Peter J. Verhoven
and
Judith Goldstein

One of the principal purposes of providing leisure time activities for the mentally retarded is to assist the individual to become competent in dealing with and relating to the world of self, the world of people, and the non-human world of objects, culture and space. This conceptual framework was formulated by existential psychiatry to describe the way a person exists in the life space. The multitude of encounters, transactions, and behaviors required of each person each day involve at least one and usually all three of these worlds. In a leisure context, for example, if an individual wishes to play baseball, he/she must have the confidence to participate (self), the ability to interact appropriately with other teammates (people), and the skills to manipulate the bat to strike the ball and send it to a point in space (objects/space). If a person has difficulty in relating in any of these three worlds, he or she might not elect to participate in the game, or may have a negative experience and drop out, or may continue to participate and finally be asked to leave because of the disruption caused to the game. However, if the individual receives assistance in overcoming or compensating for the problem-producing behavior--that is, becoming more competent in one or more of the worlds--full and positive participation will result.

We may generally look at life processes as falling under two categories: socialization and personalization. Socialization refers to the behaviors, knowledge, and attitudes needed by an individual to function in society and contribute to the furtherance of that society. Personalization refers to the behaviors, knowledge, and attitudes needed by an individual to understand himself or herself, develop positive self-regard and self-concept, take responsibility for self-direction and realization of potential, and generally achieve a state of mental health and physical well being. These processes begin at the moment of birth and continue until the moment of death.

Ordinarily skills resulting from and contributing to socialization and personalization overlap and complement and supplement one another; some may be more important to one process than the other. And usually a breakdown or buildup in

one process has a direct, if not proportional, impact upon the other. These skills may be categorized as vocational, avocational, and interpersonal or as cognitive, affective, and motor.

It is generally believed that the potential for positive socialization and personalization exists in participation in leisure activities. However, under some circumstances people may breakdown or deteriorate during leisure time, and the effect upon the individual may be more debilitating than habilitating. The negative aspects of leisure time and leisure participation may be keenly felt by the MR person, who may lack competence in worlds of self, people, and objects.

Those helping professions, including education, which use leisure participation through the habilitation/rehabilitation/treatment processes for two general objectives:

1. To assist the handicapped person in acquiring leisure skills, one element of developing personal competence and becoming a socially competent person, and
2. To assist the handicapped person in acquiring other skills and knowledge through involvement in leisure activities.

In objective 1, the acquisition of leisure skills is an end in itself. That is, all handicapped persons--the mentally retarded, the blind, the learning disabled, the emotionally disturbed, the physically disabled--have the right to the opportunity to engage in leisure activities; to do so they require appropriate skills. On the other hand, the acquisition of leisure skills as stated in objectives 1 and 2 may be viewed as a means to an end--the development of social and personal competency through leisure activities.

Individual leisure skills may be predominantly motor, affective, or cognitive, or they may represent a combination of the three. For handicapped persons the physical surroundings, the learning task and/or the tools of learning may require modification to facilitate the acquisition of different leisure skills according to the limitations imposed by specific handicaps, the skill level of the learner, and the attitudes which the learner has developed about learning and about self.

Often the handicapped child or youth is prevented from acquiring leisure skills in the normal course of growth and development because effective instructional

techniques which respond to the unique learning characteristics of the handicapped child are not utilized, because the child has not mastered the developmental skills required to perform more sophisticated tasks associated with leisure participation, or because interest and motivation to participate in leisure activities have never developed.

Those working with handicapped children and youth play an important part in shaping attitudes and behaviors which prepare the individual for positive learning and acquisition of leisure skills, as well as in facilitating the acquisition of the skills themselves. The better the tools which educators, therapeutic recreators, and other helping professionals have at their disposal to overcome problems and enhance learning, the better the predictions for successful acquisition of leisure skills by the handicapped child.

But acquisition of skills is only one-half of the task facing the handicapped person. He or she must be able to maintain these skills and put them into practice through continuous participation. No matter how successful a child becomes in an activity, if he or she cannot enjoy the pleasure of active involvement, learning is perceived as frustrating and often as futile.

Many mentally retarded persons have untapped potential to contribute positively to their individual self-development and to the collective development of society. The key to realizing this potential is opportunity; which a large majority of impaired individuals do not have.

Opportunity for leisure for the mentally retarded can be obtained through several avenues, the most important of which include (1) leisure education and leisure counseling, and (2) career education (for the leisure occupations).

As a nation, we are now undergoing profound change: our discretionary time is increasing; our historic work ethic has lost much of its ability to foster personal development and interpersonal relationships; our transiency and mobility have put strains on family and community identities. We feel and need even more strongly than in the past for the sense of individual identity and self-worth.

Aristotle stated: "We should be able not to work well but to use leisure well, for the first principle of all action is leisure. Both are required, but leisure is better than work and is its end." He further said, "The aim of education is the wise use of leisure."

It is to this end that our schools should concentrate their efforts. They should embark upon a project whose goals include instilling in students:

1. The use of leisure as an avenue for personal satisfaction and enrichment.
2. An understanding of the array of valuable opportunities available in leisure.
3. An understanding of the significant impact that leisure will have on society.
4. An appreciation of the natural resources and their relationships to leisure and the quality of life.

If such a program is initiated it can go far in understanding and appreciating the significance of an education for the appropriate use of leisure.

Therefore, it is felt that the teachers and administrators can help find the methods by which all classrooms can expand the youngster's ability to use his learning experiences in his leisure-time pursuits. The classroom teachers can open the door to how his subject matter--whether it be reading or art or mathematics or any other curricular offering--can be utilized and expanded during leisure, and can stimulate students to discover new and exciting leisure-time avocations. Teachers need assistance to learn how to contribute to this self-fulfillment. Teaching for leisure will not add additional classes but will enhance present teaching.

What we need to learn and to teach is that the end product of leisure is the enrichment of life for man. Leisure is time for opportunity. Activity is the medium; recreation is the process; and life enrichment is the goal for our leisure-centered society.

Free time, in and of itself, is not tantamount to leisure. It is the ways in which this free time is viewed and used which turn it into leisure.

The handicapped often have many hours of enforced free time, since many are unable to work at all or spend a minimal amount of waking hours in work-related tasks. Some are institutionalized or homebound or live in areas which provide meager recreation and leisure programs and services geared to meet their special needs. Often their isolated existence limits their awareness of leisure options, prevents them from gaining skills and competence for successful and rewarding participation, and stems their interest and motivation

and ability to identify the resources they require. Generally, people have difficulty in using their free-time wisely and productively; the problems faced by the handicapped are more serious, however. Quite often the problem of the handicapped is not incapability or unwillingness to participate; it is privation, ignorance, and isolation.

Enjoying leisure time or activity presupposes an awareness of need, ability to plan for and choose leisure options; interests, skills and capabilities to participate; access to resources; motivation and support; positive attitudes about leisure participation; and ability to grow and change leisure participation throughout life, while maintaining those activities or patterns most satisfying.

There is a general and overwhelming need for persons in service to the handicapped to develop the attitudes, understanding and skills to facilitate the handicapped's productive and rewarding participation in leisure time activities so that they may move closer to a full and meaningful lifestyle.

Leisure Participation as it Relates to Human Growth and Development

Many have seen a relationship between the types and quality of leisure participation and such factors as development of self image and self awareness; satisfaction with self; socialization; physical fitness; coping ability and perception of reality; self-care and maintenance; independence; self-actualization; employability; development of perceptual-motor skills; intellectual functioning; and family unit behavior and acceptance of handicapping conditions.

One of the antecedents of adult leisure patterns is the nature and quality of play patterns exhibited by infants and children. Inadequate opportunity for and variety of play experiences often result in the early stages of development of a handicapped child. Play is seen as a humanizing agent through which the individual becomes a human being and learns to live in a social order and in a symbolic cultural world. Play is seen as an activity understood by the child, is an integral part of his world, and is his method of communication and means of testing and mastering his external world. Play is also considered a child's way to deal with experiences by creating model situations and mastering reality by experiment and planning. Play is also viewed as a means of getting rid of surplus energy, a way of practicing instinctual behavior which will be necessary in adult life, as a means to achieve catharsis. Play has been utilized as

a therapeutic medium to achieve a diagnostic understanding of the child, establishing a relationship, break through defenses, relieve tension and anxiety and importantly, to develop a child's play interest which can be carried over into daily life.

Leisure Counseling/Development of Leisure Profiles

One of the important contributions which personnel can make to increasing leisure time activity participation for the handicapped is to initiate leisure counseling as part of the leisure services systems:

- to assist the individual maintain and strengthen his existing affiliations with family, friends and community groups
- to help the individual form new ties with individuals and groups
- to teach the individual how to make use of available community resources for recreation
- to stimulate the individual's awareness of his own recreation needs
- to open new awareness of recreational interest and to develop new recreational skills
- to mobilize community resources for fostering mental health

The leisure counselor utilizes all data and personal knowledge of the handicapped individual to help him motivate himself, to achieve or stimulate positive, out-reach action.

Career Education

Quite frequently individuals are unable to participate meaningfully in the world of work due to economic, ethnic or educational factors and/or physical, emotional or medical disabilities.

The handicapped, in particular, are generally short-changed in their participation in both leisure and work activities. They experience severe competitive disadvantages in the employment market and as a consequence either do not attempt to enter and find themselves inadequately educated and trained for positions with little opportunity to move up a career ladder. Employers generally do not actively recruit the handicapped worker.

Initiating career education for the recreation, hospitality and tourism occupations in instructional programs for EMR children and youth is a positive approach to alleviating much of the frustration and isolation from work experienced by this group and for allowing them to embark upon self-supporting careers, thereby removing them from taxpayer subsidies and inutility.

The fields of recreation, hospitality and tourism are relatively recent in their origins and have not been traditionally considered within school-sponsored vocational, technical and general educational programs. Numerous jobs in the career cluster are appropriate for individuals with handicapping conditions in general and educable mentally retarded persons specifically.

To realize the potential of the career education approach as a vehicle for preparing EMR children and youth for careers in this field, it will be necessary to articulate the goals and objectives of the profession in terms of the school curriculum i.e., stated in terms of institutional (behavioral or educational) objectives which can be incorporated into and achieved within the curriculum. These objectives, to the extent possible, should be developed so that they can be integrated into existing subject areas rather than having to develop new separate subject matter areas.

It will also be necessary to identify learning experiences which will allow EMR students to enter directly into career options upon graduation from the secondary program. These learning experiences, to build skills and knowledge will depend upon the tasks and performance requirements identified in jobs in the leisure career field.

The Handicapped: An Untapped Manpower Resource

The phenomenal growth of the recreation, hospitality and tourism industry has increased the need for manpower to provide the programs and services required by participation in recreation, travel and tourism. Perhaps the fastest growing occupational areas of the decade, this industry encompasses those occupations pursued by persons engaged in performing the functions required to meet the needs of individuals and groups engaged in leisure-time pursuits. Included in this category are the occupational groups of recreational services, recreation resources, tourism, and amusement and entertainment.

It appears, then, that limited employment of the handicapped in the recreation, hospitality and tourism occupations has resulted from (1) the architectural and attitudinal barriers which prevent access by the handicapped to employment sites and acceptance of the handicapped by employers, (2) misconceptions and misunderstandings of the capabilities and functional levels of the handicapped, (3) lack of awareness on the part of vocational and technical training personnel about existing leisure career options and the tasks and

performance standards, and (4) the limited exposure of the handicapped to the career choices available in the field.

One approach to alleviating many of these adverse factors is through the career education concept.

BENEFITS EXPECTED

Graduates of a career education curriculum in recreation, hospitality, and tourism will be able to present themselves to employers as competent, well-trained persons with demonstrated capabilities, highly motivated and able to achieve success. As they prove their worth as members of the work force, employers and co-workers should gradually leave their unfounded attitudes behind and perceive the EMR as human beings like their able-bodied peers.

In conclusion, leisure-time skills for the mentally retarded will; (1) function as a diagnostic tool and for evaluation purposes, (2) increase socialization, (3) increase growth and development, (4) provide approved outlets for hostility, agression, and other emotions, (5) alter attitudes toward self, toward others, and toward the future, (6) provide opportunities for creativeness, development of new skills and interests, and for utilizing existing skills, (7) provide opportunities to have fun, and (8) prepare for activities of daily living.

In essence they contribute toward successful acquisition of all 22 PRICE competencies and as such should be an integral part of this project's program as they already are.

E P I L O G U E

This working paper culminates the first of three project years for Project PRICE. It has been a very rewarding year which has convinced us that our original conceptualization of the educational needs of retarded students are accurate and that they must be met within a career education context. The support and demand by field personnel for our working papers has been heartening as has the support of our 22 competency model.

The working papers written and distributed by Project PRICE have included the following:

- Programming Retarded in Career Education
- Career Education Materials for Educable Retarded Students
- Career Education: Its Implications for the Educable Retarded
- Daily Living, Personal-Social, and Occupational Skills Development for Educable Retarded Students
- Proceedings of Project PRICE Trainer's Workshop

The sixth working paper will report the results of our field-initiated study of school personnel inservice training needs. Several other working papers are contemplated for our second project year although their nature may change from that which we originally had intended.